



LOS BANOS HIGH SCHOOL

SELF-STUDY REPORT

1966 South 11th St.

Los Banos, CA 93635

Los Banos Unified School District

March 9th-11th, 2015

WASC/CDE Focus on Learning Accreditation Manual, 2014 Edition



LOS BANOS HIGH SCHOOL

Submitted to the Accrediting Commission for Secondary Schools
of the
Western Association of Schools and Colleges
by the Staff and Student Body of

Los Banos High School
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Los Banos High School's Mission Statement

The mission of Los Banos High School is for every student to achieve personal and academic success.

Los Banos High School's Vision Statement

Los Banos High School works to create an educational program, which addresses the academic, social, and personal needs of each student, so that they are encouraged to grow to meet their maximum potential as academic minds and responsible young adults.

Our purpose is to provide a positive, attractive environment where students are believed in and encouraged to acquire knowledge for self-promotion.

We also strive to produce well-rounded individuals who are capable of interacting within a demanding environment that is multilingual, multicultural, and multitask.

Los Banos High School also works to reflect the many positive strengths of its community and maintain a mutual relationship between students, teachers, and parents.

Los Banos High School SCHOOL WIDE LEARNER OUTCOMES

Technologically skilled individuals

Innovative critical thinkers

Global minded citizens

Effective communicators

Responsible students

Self-directed learners

Los Banos High School CRITICAL LEARNER NEEDS

- Increase the number of students who pass CAHSEE ELA and Math in their first session
 - (Align with SLO's: Innovative Critical Thinkers, Effective Communicators, Self-directed Learners, Responsible Students)
- Increase the percentage of students leaving Los Banos High School college-ready as indicated by EAP test scores in English and Math through awareness campaigns, test preparation and focused instruction.
 - (Align with SLO's: Innovative Critical Thinkers, Effective Communicators, Technologically Skilled Individuals, Global Minded Citizens)
- Continue to improve implementation of California Common Core State Standards (CCSS) instruction in ELA and Math using RCD units, assessments, and performance tasks
 - (Align with SLO's: Innovative Critical Thinkers, Effective Communicators, Technologically Skilled Individuals, Global Minded Citizens)
- Implement CCSS in Literacy in a systematic way across all departments through integrating them into instruction, assessment, and performance.
 - (Align with SLO's: Innovative Critical Thinkers, Effective Communicators, Technologically Skilled Individuals, Global Minded Citizens)
- Continue to improve student participation, expand CTE program offerings and increase the number of CTE completers in CTE Pathways and vocational programs to better prepare students for career readiness.
 - (Align with SLO's: Innovative Critical Thinkers, Effective Communicators, Technologically Skilled Individuals)

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Preface

Overview

Since our last self-study WASC visit in 2008-2009, Los Banos High School has undergone a dramatic change in student body, administration, teaching staff and instructional focus. The primary triggers for these changes were the opening of a second high school in Los Banos, Pacheco High School, and the implementation of the Common Core standards adopted by California. Pacheco High School opened its doors to 9th and 10th grade students in 2010-2011. The impact immediately changed Los Banos High School's student demographic, population and staff. Currently, Los Banos High School started the 2014-2015 school year with approximately 1320 students. In 2009-2010, there were approximately 2400 students.

The staff of Los Banos High School has also undergone a shift as teachers have retired, moved across town to teacher at Pacheco High School or moved on to another assignment. The result has been that 24 new teachers have been hired in the last two school years. The impact has been both positive and a challenge as new, motivated staff members adjust to the profession and teaching under the Common Core standards and 21st century skills. Fortunately, veteran staff has been very supportive and have helped acclimate new teachers to our campus.

Principal Ryan Hartsoch took over the reins of Los Banos High School in fall of 2012. This move coincided with the state adoption of the Common Core standards. Since Mr. Hartsoch's arrival, the focus of instruction on campus has included four primary goals. 1) Implementing Common Core instruction and integrating 21st Century learning skills into all subjects. 2) Using the Instructional Rounds process to focus student learning on the tasks of students and teachers and to leverage effective instructional strategies to improve literacy. 3) Engaging departments in the Continuous Improvement Process of common assessments, data analysis and evaluation of effective instruction. 4) Increasing teacher feedback on instruction via Instructional Rounds and administrative walk-throughs to support high level instruction in all subjects.

Self Study Process

The Los Banos High School self-study process was designed and followed according to the guidelines established by WASC. Los Banos High School believes strongly that the WASC cycle is an ongoing process of review, refinement and analysis of our progress towards meeting our goals and critical areas of need. The objectives of our WASC self-study were to: 1) evaluate student achievement of academic standards and our site based school wide learner outcomes, 2) gauge whether Los Banos High School programs and initiatives were sufficient to achieve our goals and 3) determine areas that required strengthening or were identified as areas of strength.

In order to accomplish the tasks at hand, time was identified and set aside starting in 2013 to prepare. The time identified is a combination of training days, leadership team meetings, after school staff meetings, and designated time in our Professional Learning Communities (PLC's) throughout the year. The end result was an ongoing two year process of data collection, analysis of pertinent data and discussion about programs and services with all stakeholders in Los Banos High School. The calendar below illustrates the chronology of our WASC self-study.

Self Study Calendar of Events

January 2013

January 28, 2013- Site Administration Meeting

- New administrative team reviewed critical areas of need as identified in the mid-term review

March 2013

March 14th, 2013- Leadership Team Meeting (Admin & department chairs)

- Critical areas of need reviewed and assessed by the leadership team

May 2013

May 9th, 2013- Leadership Team Meeting (Admin & department chairs)

- Reviewed, updated and transitioned ESLR's into SLO's

September 2013

September 3rd, 2013- School Site Council

- Began process of aligning Single Plan for Student Achievement, LCAP, and WASC goals into one comprehensive plan

September 5th, 2013- Leadership Team Meeting (Admin & department chairs)

- Updated school mission statement and vision statements
- Updated school mission, vision and School wide Learner Outcomes (SLO's) shared with students and staff

November 2013

November 5th, 2013

- Initial readings of Single Plan for Student Achievement in School Site Council

November 8th, 2013

- WASC Coordinators attended Part One Self Study training

November 18th, 2013

- Administered Healthy Kids Survey to 9th and 11th grade students
- Administered Healthy Kids Survey to all staff members

November 21st, 2013

- Calendar established for completing self-study and shared with leadership team

December 2013

- Process of forming Focus Groups began
- Presentation to staff about WASC process and Critical Areas of Need
- Begin data collection
- Analyzed Healthy Kids Survey data

January 2014

- Continued data collection for school/community profile
- Initial Focus Groups identified

February 2014

- Leadership team reviews initial data for Chapter 1 Community/Student Profile

March 2014

- WASC Self Study Part Two Webinar: training for administration
- Began draft of Chapter One

April 2014

- Administrative Progress report meeting
- Revised calendar for completing self-study
- Focus groups reported to whole staff
- Established game plan for administrative duties with regards to self-study process

May 2014

- Departmental PLC- Identify classroom evidence related to 5 self study categories
- Updated with Single Plan for Student Achievement aligned with WASC goals approved by School Site Council
- Focus Group Meeting #1- began discussion and collection of evidence

August 2014

- Overview of 2014-2015 WASC timeline, goals, and process with full staff

September 2014

- Focus Groups finalized with new staff and staff changes
- School mission/vision/SLO's provided
- WASC Self Study Part Three Webinar; training for administration
- Focus Group meeting #2- continued discussion and collection of evidence
- Chapter 1 Student/Community Profile completed

October 2014

- Parent survey facilitated through email and auto-dialer
- Chapter 2 Progress Report completed
- Chapters 1 and 2 presented to School Site Council for feedback

November 2014

- Chapter 3 Profile Analysis completed
- Focus Group meeting #3 - finalize discussion and determine areas of strength and prioritized growth areas
- Input from Leadership Team on Chapter 5 Action Plan

December 2014

- Focus Group meeting #4- completed self-study presented to Focus Groups for feedback
- Chapter 5 Action Plan presented to Leadership Team

January 2015

- Completed self-study presented to staff, students and community
- Made final preparations for WASC visit

Chapter I: Student/Community Profile and Supporting Data and Findings

General Background and History

A. Brief Description of the Community Served by the School

The City of Los Banos is located at the junction of State Route 152 (east/west corridor), and Route 165 (north/south corridor) and just five miles from Interstate Hwy I-5. The city is within two hours' drive from San Francisco, Oakland, Sacramento, and the Monterey Peninsula, Yosemite National Park, with Fresno and San Jose about an hour drive away. Los Banos has a population of 35,972 (2010 U.S. Census Bureau) and its economy consists primarily of agriculture focused on farming, livestock and dairy. Over the past fifteen years, San Francisco Bay area residents have found affordable housing in Los Banos and have been the prime reason for the consistent growth and development. As with other Valley communities the housing market in Los Banos is in decline at this time. Recreational opportunities include water sports in the Los Banos Creek Detention Reservoir, San Luis Reservoir, and the O'Neil Forebay. Fishing and waterfowl hunting in the grasslands and the state and national refuges attract fishermen and hunters from even distant places. The City of Los Banos with PAL and community sports leagues is active year round.

Since the year 2000, Los Banos' population has continued to expand significantly. With the cost of housing in the San Jose and the East Bay rising, individuals, couples and families have moved into Los Banos seeking affordable new homes. A number of new developments have been completed and more are being planned, or are under construction. According to the 2008-2012 American Community Survey conducted by the Census Bureau, approximately 96% of the adults moving to Los Banos are commuting to jobs in San Jose and Santa Clara County, 80 – 100 miles west.

Los Banos is a diverse community of 35,972 people with 26.5% White, 3.2% African American, 0.4% Native American, 2.8% Asian, .3% Native Hawaiian, and 1.9% with two or more races. 64.9% of the population is Hispanic or Latino.

In the community of Los Banos, 64.4% of the residents are high school graduates. 10.1% have a Bachelor's Degree or higher. The 2010 per capita income was \$18,092 with a median household income of \$53,019. At this time, 21.4% of the population in Los Banos lives below the poverty line.

Los Banos Unified School District has twelve schools in total. There are eight elementary schools serving the district's Kindergarten to 6th grade students. There is one junior high, two comprehensive high schools, an independent study school, and a continuation high school.

Table 1: Population

2000	2006	2010	2013 (est.)
26,300	34,717	35,972	36,822

Source: U.S. Census Bureau

Table 2: Race

Total Population	35,972
Hispanic or Latino	23,346 (64.9 %)
White	9,521 (26.5 %)
Black or African American	1,154 (3.2 %)
Asian	1,004 (2.8 %)
American Indian and Alaska Native	142 (0.4 %)
Native Hawaiian and Other Pacific Islander	116 (0.3 %)
Other	689 (1.9 %)

Source: U.S. Census Bureau, 2010 Census.

<http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>

Table 3: Employment

Eligible Population	Employed	Not In Labor Force	Unemployed
24,860	13,275 (53.4%)	8,693 (35%)	2,892 (11.6%)

Source: U.S. Census Bureau, 2008-2012 American Community Survey

<http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>

Table 4: Commuters

Employed	Commuters	Mean Commute Time
13,275	12,809 (96%)	42.7 min

Source: U.S. Census Bureau, 2008-2012 American Community Survey

<http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>

As noted in Table 4, the majority of our employed community consists of commuters. Although this impacts the parental involvement at school events, LBHS continues to reach out to every parent through social media, SMS and voice messaging, and phone conferences.

Table 5: Income

Median Family Income	Families & People Below the Poverty Level
\$ 53,019	21.4 %

Source: U.S. Census Bureau, 2008-2012 American Community Survey

<http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>

Almost a quarter of Los Banos population lives below the poverty level. LBHS student clubs in conjunction with local non-profit organizations promotes community service through food and clothing drives.

Table 6: Education Level

Popul. 25 yrs or older	Less than 9th Grade	9th -12th No Diploma	High School Graduate	Some College No Degree	AA Degree	BA Degree	Graduate Degree
19,463	4,517 (23.2 %)	2, 421 (12.4 %)	5,281 (27.1 %)	4,300 (22.1 %)	981 (5 %)	1,365 (7 %)	598 (3.1 %)

Source: U.S. Census Bureau, 2008-2012 American Community Survey

<http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>

Around 62% of Los Banos population has not attended post-secondary education. Although this might seem disadvantageous at first, Los Banos High School works with our students and their parents very diligently to create a college and career readiness culture.

Table 7: Languages Spoken At Home

Popul. 5 yrs or older	English Only	Language Other Than English	Speak English Less Than "Very Well"
32,685	15,722 (48.1 %)	16,963 (51.9 %)	9,071

Source: U.S. Census Bureau, 2008-2012 American Community Survey

<http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>

B. Family and Community Trends

The surrounding area of Los Banos provides for many outdoor activities. Los Banos is located in the Central Valley close to the Coastal Range foothills. The San Luis Reservoir and its fore bay provide opportunities for families to enjoy boating, fishing, picnicking, and camping at the reservoir or fore bay. Duck, deer, and wild boar hunting in the foothills and wetland areas is also a popular activity.

Agriculture is a prominent profession within the community. Important crops include tomatoes, cotton, corn, cantaloupes, almonds, and alfalfa, among others. Cattle and sheep ranching are popular. Additionally, there are numerous dairies surrounding Los Banos. Community members participate in local organizations such as FFA (Future Farmers of America) and 4-H. The members of these organizations are actively involved in the Merced County May Day Fair which falls during the last week in April and the first week in May. Los Banos is also home to the Tomato Festival is celebrated at the Los Banos fairgrounds during the first week of October.

Los Banos is an active faith-based community. The faith-based community hosts various activities for community members and families. Our local churches host the Baccalaureate for both Pacheco High School and Los Banos High School graduating seniors.

C. State/ Federal Program Mandates

The secondary schools must comply by the District-wide sanctions imposed by the California Department of Education because they are a part of the District under “light” sanction. The District and school employees are obligated to continue to work to improve student academic performance at all grade levels.

Personnel must abide by hiring procedures. We are a public school and receive direction from the Los Banos Unified School District (LBUSD) Board. We abide by all California Education Codes and are currently transitioning to the new Local Control Funding Formula (LCFF) for resource allocation to meet the educational, personal, and career needs of every student.

D. Parent / Community Organizations

Academic Boosters Club

The Los Banos High School Academic Boosters Club is a non-profit organization that is organized to support the importance of academic achievement and the recognition of students for their efforts to achieve and sustain academic excellence. The club has been committed to providing the funding for the LBHS Academic Block Program for several years.

Letter blocks are awarded to students who have achieved a 3.66 grade point average or higher for 2 consecutive semesters. Students receive academic recognition pins for each subsequent semester achieved at the 3.66 level and at the 4.0 level.

Scholarships are awarded to Seniors at the awards ceremony in the spring. Our goal is to increase the number of scholarships given to students each year. This is done through donation and water sales at graduation.

Agriculture Boosters Club

LBHS Ag Boosters Club is consisted of parents and volunteers who are committed to support our students in Future Farmers of America (FFA) program. This club supports our students in the Agriculture program by raising funds and providing funding for scholarships. The funds raised throughout the year are used for scholarships and convention attendance fees. The club meets on a monthly schedule to discuss various agenda items such as fund raisers, budget updates, and upcoming events.

Athletic Boosters Club

The Los Banos HS Sports Boosters is comprised of parents, staff, and community volunteers who are passionately dedicated to improving the athletic experience of every student-athlete. We are a 501(c)3 non-profit organization with the primary responsibility of raising funds to support the LBHS athletic programs. We fund scholarships and purchase additional equipment that may be needed.

E. Community Foundation Programs

District Scholarship Fund

The Los Banos Unified School District established a District scholarship fund in 2001. Residents, employees, and business partners of the District support the scholarship fund. In 2013 the District awarded two scholarships to Los Banos High School students and two scholarships to Pacheco High School students. Under the direction of the Trustees, further outreach has been done so that the scholarship fund is self-sustaining and will be able to support students from both comprehensive high schools every year.

Soroptimist Organization

Los Banos Chapter of the Soroptimist Organization is connected to S Club which is a junior club of Soroptimist, a group of professional women whose goal is the best for women and girls. There are no requirements to be in the club, an interest in community service helps. We currently have 48 members. We meet alternating Wednesdays at lunch in room 3. Cords are presented to graduating members who have at least 2 years of active membership. The Soroptimist Club issues 2 scholarships every year, not necessarily to an S Club member but that does favor positively in it. There is also a scholarship available annually at the S Club conference, must be present to win.

Rotary of Los Banos

Rotary of Los Banos sponsors the Los Banos High School Interact Club. The goal of the Interact club is international and community service. The students work with the Rotary Club and the community to become involved in outreach activities. Through work with the Rotary club, the students also develop international service that will benefit those in another country. The students work to organize projects and activities to help the community as well. The students

help with the Rotary Empty Bowls dinner, which is a program that helps to feed those that are hungry and the students also help to make donations during those in times of need, or collect supplies and necessities for those that are less fortunate in the community. The students help to work with a gift drive during the holiday season as well. The Interact club is a group of high school students in grades 9-12, that want to work to make the community and world a better place and promote goodwill.

First Priority Organization

First Priority is a Christian group club sponsored by a local church and open to all high school students regardless of race, color or creed. The primary purpose is to spread the Gospel of Jesus Christ. The club meets weekly. There is always a speaker and every fourth week and lunch is served. The club has about 30 members.

Band Foundation

Los Banos High School Band Foundation is committed to help our band program through volunteering, fund raising, and sponsorship. The foundation meets monthly to discuss upcoming events, budget, and concerns.

F. School / Business Relationships

Work Experience

Los Banos High School offers a Work Experience Course for juniors and seniors during 5th and 6th periods. Students complete a Work Permit signed by their parents and employer. The program is monitored by our Work Experience teacher who periodically visits the workplaces to check on students' attendance and working conditions.

Regional Occupational Program

Regional Occupational Program through Merced County Career and Technical Education offers seven classes at Los Banos High School. The purpose of ROP program is to develop academic, technical, and interpersonal skills. Students are also placed in local business to practice skills learned in the classroom and to network with potential employers.

Scholarship Coordinator

Los Banos Scholarship Coordinator connects our students with scholarships from local businesses, alumni and community organizations. At the end of September, the scholarship coordinator visits seniors during their Economy/Government classes to discuss scholarship information. In December the coordinator provides the students with a list of the local scholarships that will be available to them in January. At the end of January, the coordinator holds a "Scholarship Saturday" in the library to walk students through the application process of all local scholarships that are available to them on our website. The applications will be due by the end of February and are distributed to the local organizations that will be choosing their recipients. The organizations choose a recipient by mid-April. Recipients are notified during the first of May and invited to attend the award ceremony during the 2nd or 3rd week of May.

G. WASC Accreditation History

Los Banos High School was visited by a team during March 1st - March 4th of 2009 and it was awarded a six-year terms accreditation with a midterm visit. The visiting team identified the following as our school-wide critical areas for follow-up:

- Develop and implement a process for consolidating the Single Plan for Student Achievement, the LEA Plan, and the WASC Action Plan into a single school plan.
- Develop and implement a comprehensive assessment process that correlates district common assessments and benchmarks with state-mandated standardized testing.
- Develop and maintain programs and services to increase the percentage of students graduating A-G eligible.
- Continue efforts to develop common lesson plans, assignments, pacing guides, assessments, and standardized grading processes between similar courses.
- Develop and implement a process to monitor and evaluate the effective implementation of best-instructional practices.

The midterm visit was conducted on March 1, 2012. The team analyzed our mid-term progress report and identified the following recommendations:

- The collaboration between site and district in aligning the LBUSD site plan with the WASC action plan
- The role of PLCs in plan implementation and monitoring, including collaboration between PHS and LBHS staff and administration.
- The process for reporting plan progress to district administration and other stakeholders.

H. School Purpose

School Mission

The mission of Los Banos High School is for every student to achieve personal and academic success.

School Vision

Los Banos High School works to create an educational program, which addresses the academic, social, and personal needs of each student, so that they are encouraged to grow to meet their maximum potential as academic minds and responsible young adults.

Our purpose is to provide a positive, attractive environment where students are believed in and encouraged to acquire knowledge for self-promotion.

We also strive to produce well-rounded individuals who are capable of interacting within a demanding environment that is multilingual, multicultural, and multitask.

Los Banos High School also works to reflect the many positive strengths of its community and maintain a mutual relationship between students, teachers, and parents.

School Wide Learner Outcomes

Los Banos High School graduates are:

Technologically skilled and creative individuals who

- Develop varied technological skills
- Use a variety of technological tools

Innovative critical thinkers who

- Identify, analyze and apply information
- Make decisions and evaluate outcomes
- Utilize problem-solving skills

Global minded citizens who

- Work collaboratively in varied settings and cultures
- Embrace diversity

Effective communicators who

- Interact through verbal, auditory, visual, written and artistic means

Responsible students who

- Lead healthy and productive lives
- Assume responsibility for personal choices and actions

Self-directed learners who

- Are aware of possible career choices
- Are prepared for successful careers
- Are prepared for post-secondary education

School Program Data

The following is an overview of the various programs offered at Los Banos High School. For more information, please refer to Chapter IV Section B - Standards Based Student Learning: Curriculum.

Online Instruction

Los Banos High School utilizes online instruction as a credit recovery program for students who need one or two classes to be back on graduation track. This class is offered during 6th period by a fully-credentialed teacher. Currently, there are 13 students enrolled in the class and they are using the Aventa Learning platform to access their course material. This learning management system provides asynchronous courses that students can also access from home using a web browser such as Internet Explorer, Chrome, or Firefox. Counselors frequently review students' transcripts to identify student who might benefit from this program.

Honors

Los Banos High School offers two honors courses that are preparatory for the Advanced Placement courses in English. Freshmen English Honors class is taught by a credentialed teachers in two sections, and Sophomore English Pre-AP class is taught by two other credentialed teachers in three sections. The textbook is the adopted "Holt McDougal Literature" and the curriculum is based on the Rigorous Curriculum Design (RCD) Units. Both formative and summative assessments are utilized. As a part of our AP Program Information Night, parents and students are informed about the expectations of Honors classes both by the counseling staff and the teachers.

Table 8: Honors courses enrollment 2014-2015

Honors Courses	Enrollment	Total Enrollment Per Grade
Freshmen English Honors	62 (15%)	391 (Grade 9)
Sophomore English PreAP	84 (24%)	347 (Grade 10)

Advanced Placement

Los Banos High School offers 11 Advanced Placement courses in Social Sciences, English, Science, Foreign Languages and Mathematics. In order to inform our parents and students about the AP program and the expectations, we hosted our first AP Program Information Night on February 25, 2014. The event provided the parents an overall picture of the AP program as well as giving them a chance to meet with the teachers.

In order to ballot for an AP class, the students are required to complete an AP Program Application Form ([Appendix L.](#)) This application process provides an opportunity for our students to inquire about the challenges and the expectation of an Advanced Placement course before they make the commitment.

Table 9: AP courses enrollment 2014-2015

Course	Enrollment	Course	Enrollment
Jr English AP	92	Sr English AP	55
European Hist AP	64	US Hist AP	77
Econ AP	55	American Gov AP	55
Calculus AP	26	Statistics AP	33
Biology AP	32	Spanish 5 AP	18
Human Geog AP	49		

Agriculture and Vocational Pathways

As a part of our college and career readiness initiative, Los Banos High School has streamlined our agriculture and vocational courses into a pathway in 2013. Starting with 2014-2015 education year, incoming freshmen commit to one of the four pathways: Ag Mechanics, Ag Leadership, Ag Science or Ag Shop Skills. Student complete the Application for Ag Pathway ([Appendix M](#)) and indicate their top two choices which guide their placement in the master schedule.

Table 10: Ag Pathways Enrollment 2014-2015

Ag Science	#	Ag Mechanics	#	Ag Shop Skills	#	Ag Leadership	#
Ag Physical Science		Ag Mech 1	43	Beg Ag Wood	67	Ag Biology	57
Ag Biology	57	Ag Mech 2	24	Ag Small Engines	67	Ag Business	46
Ag Horticulture		Ag Mech 3	9	Adv Ag Wood	9	Ag Floral	37
Ag Floral	37	Ag Mech 4	6	Ag Power Mechanics / Adv Small Engines	20	Ag Foods	56

#: Number of students enrolled in the course

Regional Occupational Program (ROP)

Merced County ROP is a workplace learning program that offers seven courses at Los Banos High School. Students are provided hands-on training as well as on-the-job training at local businesses.

Table 11: ROP Courses Enrollment 2014-2015

ROP Course	Enrollment
Marketing Foundations	44
Sports Entertainment Marketing	26
Foundations in Education	20
Medical Occupations	52
Introduction to Health	25
Food Science	65
Art History and Floral Design	42

A-G Courses

Los Banos High School offers 81 courses to help our students stay on the A-G track. Our counselors review student transcripts regularly to monitor their A-G status and when necessary they communicate with the student and the parents bring the student back on track either by retaking a class or utilizing summer school.

Table 12: Seniors on track for A-G

Year	On-Track Seniors	Total Seniors
2011-2012	100 (21%)	478
2012-2013	78 (32%)	241
2013-2014	101 (40%)	251

Advantage Courses

Los Banos High School offers an Advantage class to students with Individualized Education Plans (IEP.) Student receive instruction in study skills and academic help from their case managers during this period.

Table 13: Advantage course enrollment

Grades	Enrolled	Total
Grade 9	38	389
Grade 10	33	344
Grade 11	28	310
Grade 12	14	272

English Language Development

Los Banos High School offers both Structured English Immersion and Mainstream Program to our students designated as English Learners.

Structured English Immersion as a Process:

This service is provided for initial placement of EL students at CELDT level 1, 2 and 3 for one or two years if necessary.

- daily English Language Development
- content-based ELD
- content area instruction (not necessarily at grade level) using SDAI methodologies
- primary language support when needed

Mainstream Program:

English learners (CELDT levels 4 and 5) placed in mainstream classrooms will receive:

- English Language Development
- instruction with a special focus on study skills and learning strategies to rectify any incurred academic deficits
- state and district standards are used as the source to select the essential concepts within the content area curriculum
- instruction is delivered using SDAIE strategies
- primary language is used to clarify and build understanding

Table 14: ELD course enrollments:

Program	Courses	Enrollment
SEI (Structured English Immersion) for CELDT Level 1 & 2	English (1-4) Reading ELA English (1-4)	28
SEI (Structured English Immersion) for CELDT Level 3	English Basic or CP ELD 9 / 10 or CAHSEE LA Content-Area Classes	30
Mainstream Program for CELDT Levels 4 & 5	English CP Content-Area Classes	77

Demographic Data

1. School Status and Student Performance

Los Banos High School does not receive federal Title I funds; therefore, it is not subject to Program Improvement regardless of Adequate Yearly Progress status. Our school does not have any outside providers or external evaluators, nor is it under any state or federal imposed deadlines. We are preparing our staff, our programs, and our students for the next generation accountability system by transitioning to the California Common Core Standards, Next Generation Science Standards, and California Assessment of Student Performance and Progress (CAASPP.)

Table 15: AYP Yearly Progress

Performance AMOs / Years	2011	2012	2013
Schoolwide English/Language Arts Percent Proficient or Above	53.9%	55.8 %	49.2 %
All subgroups met AMOs in English/Language Arts?	No	No	No
Schoolwide Math Percent Proficient or Above	55 %	55.3 %	51 %
All subgroups met AMOs in Math?	No	No	No
2013 Schoolwide English/Language Arts Participation Rate	100 %	99 %	98 %
All subgroups met Participation Rate in English/Language Arts?	Yes	Yes	Yes
2013 Schoolwide Math Participation Rate	100 %	100 %	99 %
All subgroups met Participation Rate in Math?	Yes	Yes	Yes
Growth API	772	774	732
Met API Growth indicator target?	Yes	Yes	No
Graduation Rate	96.2 %	93.3 %	94.4 %
Made Graduation Rate Target?	Yes	No	Yes

Source: Ed-Data -- Shortened URL <http://goo.gl/EPLDGK>

2. Enrollment

a. Grade Level

Grade	2011-2012	2012-2013	2013-2014	2014-2015
Grade 9	284	328	340	389
Grade 10	273	255	321	344
Grade 11	249	241	232	310
Grade 12	478	241	275	272
Total	1,284	1,065	1,168	1,315

Source: Aeries Student Information System

Los Banos had a temporary decline in enrollment during 2012-2013 due to the set back in the real estate market and opening of Pacheco High School but has been steadily recovering since then.

b. Gender

Gender	2011-2012	2012-2013	2013-2014	2014-2015
Male	631	553	596	673
Female	653	512	572	642
Total	1,284	1,065	1,168	1,315

Source: Aeries Student Information System

c. Ethnicity

Ethnicity	2011-2012	2012-2013	2013-2014	2014-2015
American Indian or Alaska Native	4	27	25	26
Asian	22	18	20	25
Native Hawaiian or Pacific Islander	7	5	7	12
Filipino	18	22	22	24
Hispanic or Latino	833	674	754	886
Black or African American	47	29	29	27
White	353	290	311	315
Total	1,284	1,065	1,168	1,315

Source: Aeries Student Information System

d. Predominant Primary Languages

Languages	2011-2012	2012-2013	2013-2014	2014-2015
Spanish	197	143	176	543
Gujarati	1	NA	NA	1
Punjabi	NA	NA	1	6
Cantonese	NA	1	NA	2
Pilipino or Tagalog	NA	1	1	3

Source: DataQuest - <http://goo.gl/Eje18L>

3. Language Proficiency

Proficiency	2011-2012	2012-2013	2013-2014	2014-2015
English Language Learners	198	145	179	206
Fluent English Proficient	359	289	306	310
Redesignated Fluent English Proficient	22	10	22	TBD

Source: Ed-Data -- <http://goo.gl/5Vyyh5>

4. Attendance

a. Mobility or Transient Rate

	2011-2012	2012-2013	2013-2014	2014-2015
October Enrollment	1,237	1,031	1,100	1,315
January Enrollment	1,260	1,046	1,144	NA
May Enrollment	1,284	1,065	1,165	NA
Difference	+50	+34	+65	NA

Source: Aeries Student Information System

b. Average Daily Rate

Attendance	2011-2012	2012-2013	2013-2014
Total Enrolled	1,284	1,065	1,167
Total School Days	175	175	180
Total Days Present	216,996	181,634	201,905
Total Days Enrolled	231,844	193,454	214,376
Average Daily Rate	94%	94%	95%

Source: Aeries Student Information System

c. Truancy Rate

Truancy	2011-2012	2012-2013	2013-2014
Truant Students	850	512	446
Truancy Rate	66%	48%	38%

Source: Aeries Student Information System

Truancy rate of Los Banos High students has been decreasing steadily due to the programs we have established starting 2012-2013 school year. Our Learning Director monitors student attendance on a monthly basis and identifies truant students. She follows a three-tiered program where the first level consequence is a detention and an attendance contract signed by the student. The second level consequence is another detention and an attendance contract signed by the student and the parent. The third level consequence is referring the student to the School Attendance Review Board (SARB).

Starting in 2013-2014 school year, another program that we have implemented is the Senior Attendance Contract. This is a contract signed by every senior student and their parents. The contract outlines that at 10 unexcused absences, the student will receive a warning letter. At 20 unexcused absences, the student will receive a second warning letter which is signed by the parent. At 30 unexcused absences, a meeting is scheduled with the parent and the student to inform them that any more unexcused absences will result in the student's disqualification from participating in the graduation ceremony and related events.

d. Tardiness Rate

Tardiness	2011-2012	2012-2013	2013-2014
Tardiness Rate	1.07 %	3.18 %	0.89 %

Source: Aeries Student Information System

Tardiness rate at Los Banos High School has also decreased due to a combined effort set forth by all staff. We encourage our students to be on time by greeting them at the door and monitoring them during passing periods.

5. Discipline

a. Suspensions

Ed Code Section	Offense Description	2011-2012	2012-2013	2013-2014
48900(a)(1)	Caused, Attempted, or Threatened Physical Injury	25	21	29
48900(a)(2)	Used Force or Violence	1	2	0
48900(b)	Possession, Sale, Furnishing a Firearm or Knife	4	6	0
48900(c)	Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant	14	22	5
48900(d)	Offering, Arranging, or Negotiating Sale of Controlled Substances, Alcohol, Intoxicants	0	0	0
48900(f)	Property Damage	5	4	2
48900(g)	Property Theft	13	0	2
48900(j)	Obscene Acts, Profanity, and Vulgarity	25	17	2
48900(j)	Offering, Arranging, or Negotiating Sale of Drug Paraphernalia	1	7	8
48900(k)	Disruption, Defiance	482	503	198
48900(r)	Bullying	1	2	0
48900.2	Sexual Harassment	1	1	2
48900.4	Harassment or Intimidation	7	2	0
48900(o)	Harassment, Intimidation of a Witness	0	1	0
48915(a)(1)	Caused Physical Injury	1	0	0
48915(c)(4)	Sexual Battery	0	1	0

Source: Aeries Student Information System

As you might have noticed, there is 60% decrease in the suspensions resulting from disruption and defiance. This is due to the progressive discipline system that we began to implement during 2013-2014 school year. There are multiple interventions in place for disruption and defiance related offenses before a student is referred for suspension. The first three interventions are implemented by the teacher. These include but not limited to parent contact, lunch detentions, and changing student's seat. The next level of intervention is conducted by the student's counselor who provides strategies for positive behavior change. The next level is the

Learning Director who follows through with three levels of in-house detention. Parent contact is essential during these interventions and they are all documented in our student information system, Aeries. If the behavior has not improved, the student is referred to the assistant principal for suspension.

b. Expulsions

Ed Code Section	Offense Description	2011-2012	2012-2013	2013-2014
48900(a)(2)	Used Force or Violence	2	0	0
48900(c)	Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant	1	3	1
48900(a)(1)	Caused, Attempted, or Threatened Physical Injury	0	4	3
48900(b)	Possession, Sale, Furnishing a Firearm or Knife	0	1	1
48900(g)	Property Theft	0	0	1

Source: Aeries Student Information System

6. Socioeconomic Status

a. Free/Reduced Lunch

Years	2011-2012	2012-2013	2013-2014	2014-2015
Number of Students	773	701	685	658
Percentage of Students	57.1 %	61.3 %	57 %	50 %

Source: Ed-Data -- <http://goo.gl/5Vyyh5>

b. Parent Education Level

Education Level	2011-2012	2012-2013	2013-2014	2014-2015
Not HS Graduate	226	192	199	228
HS Graduate	308	256	287	330
Some College	405	290	320	351

College Graduate	190	209	205	221
Grad School	63	61	59	56
Declined to State	92	57	98	129

Source: Aeries Student Information System

7. Description of School Facilities

Los Banos High School maintains a clean campus through our site custodial staff and district support staff. One and one half full-time custodians work during regular business hours, while five work during the evening, after the conclusion of classes. A truck mounted vacuum system assists in the daily cleaning of campus.

Administrative staff inspects campus cleanliness each day. Four full-time and two part-time school security personnel monitor campus grounds and supervise students outside of their classrooms each day. Administrators and counselors provide a significant portion of campus supervision of students on a weekly basis. Community professionals which maintain offices on our site include a Los Banos Police Department School Resource Officer, a Merced County Probation Officer, a Marriage and Family Therapist from Merced County, and a LBUSD school psychologist. Los Banos High School is a modified, closed campus. Juniors, Seniors and Sophomores (over age 16) are allowed to leave campus for lunch if parents submit an application for their student to have a lunch pass and all other requirements are met. The lunch pass allows students to leave for the lunch period only. A campus-wide perimeter fence and mobile security personnel assist staff to secure the campus and control entry onto school grounds.

The school safety plan was developed in conjunction with the district safety plan. It is reviewed annually, with the last update occurring fall of 2013. The purpose of the plan is to provide prompt and orderly responses to a wide variety of potential emergency situations. These include fires, poisonous gas, intruders on campus, weapons, and medical emergencies, to name a few. The plan assigns specific personnel duties during such situations, and indicates what notifications are made to local authorities and emergency personnel. Drills are practiced at least every semester to insure proper preparation.

Los Banos High School was last inspected in September 2013. The inspection covered all 11 areas of the school which make up the campus and covered 15 identified categories. Out of the 15 categories, 12 were ranked “Exemplary”, 2 were ranked “Good” and 1 was ranked “Fair”. The overall rating of the school was “Good”. There were no “Extreme Deficiencies” found, though 4 components did require repair and/or maintenance. The school is in clean, safe and functional condition.

Per the September 2013 inspection, the following repairs to Los Banos High School's campus are needed: Multiple classrooms have torn wall coverings, the Multipurpose Room Exit sign needs repair, one classroom has one of its four exit doors blocked, one classroom is missing an electrical cover and one classroom continues to have problems with a leaky room coming from the air conditioner. Work orders have been submitted through the district to make the necessary repairs.

Coordinated efforts with the district office and maintenance personnel to improve our school's condition and rating are underway. Work orders to make the necessary repairs have been submitted via the district work order process. Ongoing efforts continue to ensure that our facility is clean and functional. Improving and maintaining our facilities continues to be a priority at Los Banos High School. Los Banos High School grounds, buildings and restrooms are in good repair. Regular facilities improvements occur as needed. Los Banos Unified School District has a work order process in place to ensure orderly and timely repair to the required areas.

8. Staff

a. Certificated / Classified

Criteria	2011-2012	2012-2013	2013-2014	2014-2015
Teachers	65	58	62	66
Administrators	4	4	4	4
Counselors	5	2	2	3
Classified Staff	42	48	34	34
Percentage of ESEA/NCLB Compliant Teachers	100 %	100 %	100 %	100 %

b. Years of Service

Years in LBUSD	1-5	6-10	11-15	16-20	21 or More
Number of Teachers	32	19	7	6	5
Years in Education	1-5	6-10	11-15	16-20	20 or More
Number of Teachers	29	20	8	7	5

c. Gender and Ethnicity

	2011-2012	2012-2013	2013-2014	2014-2015
Male	36	28	32	39
Female	29	30	30	27
Hispanic or Latino	5	6	8	10
American Indian or Alaska Native	0	0	0	0
Asian	2	2	0	0
Native Hawaiian or Pacific Islander	0	0	0	0
Filipino	0	0	0	0
African American	1	0	0	0
White	51	45	49	50
Two or More Races	0	0	0	0
No Response	6	5	5	6

d. Certificated Attendance Rate

Reason/Number of Absences	2011-2012	2012-2013	2013-2014
Employee Illness	953	1434	1699
Medical Appointment	563	1074	1246
School Business	860	1997	2240
Attendance Rate	95%	60%	83%

It is evident that there is a considerable increase in school business absences starting 2012-2013 school year. This is due to the teachers working for the Rigorous Curriculum Development initiative. In this program, selected teachers worked in content-level teams to create unit plans and performance tasks based on the California Common Core Standards.

9. Staff Development

Staff Development	Description	Number of Participants
Beginning Teacher Support and Assessment (BTSA)	The program engages preliminary credentialed teachers in a job-embedded formative assessment system of support and professional growth to fulfill the requirements for the California Clear Multiple Subjects, Single Subject, and Education Specialist credentials.	10
International Center for Leadership in Education (ICLE)	ICLE support schools and districts in developing leaders, setting instructional priorities, and transforming instruction to increase achievement for all students, while navigating external pressures.	All teachers
Rigorous Curriculum Design (RCD)	Rigorous Curriculum Design is a model for designing or redesigning curriculum so that it truly represents a rigorous 21st-century set of comprehensive units of study aligned with existing state and the new Common Core State Standards.	3 - ELA 3 - Math
Instructional Rounds	Instructional Rounds help educators look closely at what is happening in classrooms in a systematic, purposeful and focused way.	All teachers
AP Institutes	AP Institutes provide teachers with the support and training needed to teach AP courses and to utilize Pre-AP teaching strategies.	7
P-16	The P-16 Council brings together school districts, institutes of higher education, community organizations, early childhood organizations, businesses, and workforce developers with the goal of raising the academic achievement of all children in Merced County, and closing the achievement gap that separates underrepresented students from their peers.	2
Document-Based Question (DBQ)	The DBQ Project works with school districts to develop consistent and progressively more rigorous skills across grades and content areas.	3
Professional Learning Communities (PLC)	A PLC is an ongoing process used to establish a school wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.	All teachers
Continuous	Continuous Improvement Process builds on existing efforts	All teachers

Improvement Plan (CIP)	to improve student achievement, encourages a continuous process, integrates activities and programs, incorporates researched practices, and identifies strategies for targeting areas of low-performance.	
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10. Student Participation in Extra-Curricular Activities:

a. Clubs

Activity	Number of Students	Activity	Number of Students
Academic Decathlon	15	History Society	20
Anime Club	25	League of United Latin American Citizens	10
Mu Alpha Theta	28	MESA Club	53
California Scholarship Federation	15	National Honor Society	25
Chess Club	5	Photography Club	8
Drama Club	40	Portuguese Honor Society	4
Environmental Club	17	ROP Medical Occupations Club	11
Fashion Club	6	Soroptimist Club	42
First Priority	30	Spanish Honor Society	13
French Honor Society	6	Tagalog Club	5
Future Business Leaders of America	21	Transition to Adulthood Program (TAP)	9
Future Farmers of America	439	Tiger Cubs	14
Gay / Straight Alliance	12	Tiger Pride Club	28

b. Athletics

Years	2012-2013	2013-2014
Total Number of Athletes	395	426

Fall Sports	Winter Sports	Spring Sports
<ul style="list-style-type: none"> ● Cross Country boys/girls(2 levels) ● Football(3 levels) ● Girls Tennis (1 level) ● Boys Soccer(2 levels) ● Volleyball(3 levels) ● Water Polo boys/girls(1 level) ● Girl's Golf(1 level) 	<ul style="list-style-type: none"> ● Wrestling(varsity, JV, girl's) ● Boys Basketball(3 levels) ● Girls Basketball(3 levels) 	<ul style="list-style-type: none"> ● Baseball(2 levels) ● Softball(2 levels) ● Track boys/girls(2 levels) ● Swimming/Diving—boys/girls(1 level) ● Boys Tennis(1 level) ● Boy's Golf(1 level) ● Girl's Soccer(2 levels)

11. District Policies / School Financial Support

a. Expenditures per Pupil

For 2014-2015, the expenditure per pupil is \$110.

b. Other Funding Sources

Funding Source	Starting Budget
Lottery	\$139,537.00
Title III - LEP	\$1,717.00
Supplemental / Concentration Grant	\$84,611.00

Student Performance Data

1. Academic Performance Index (API)

a. Latest 3 Years of API Performance

Criteria / Year	2010-2011	2011-2012	2012-2013
Base API	743	769	774
API Target	748	774	779
API	772	774	732

Met Growth Target	Yes	Yes	No
Subgroups Met Growth Target	No	No	No
Statewide Rank	5	6	6
Similar Schools Rank	4	6	5
School Characteristics Index (SCI)	168.6	171.3	172.9

Los Banos High School did not make their target API growth in 2013 due to lower than expected results in CST and CAHSEE tests. However, as we transition to the Common Core Standards and the next generation assessments, we are revising and redefining our curriculum and benchmarks to prepare our students for this century.

b. Student Subgroup Performance

Student Subgroups	2010 API	2011 API	2012 API	2013 API
Black or African American	724	688	576	604
American Indian or Alaska Native	--	--	--	--
Asian	882	878	920	851
Filipino	816	850	--	--
Hispanic or Latino	727	754	757	704
Native Hawaiian or Pacific Islander	--	--	--	--
White	784	818	816	797
Two or More Races	758	--	--	837
Socioeconomically Disadvantaged	716	746	741	698
English Learners	657	641	683	639
Students with Disabilities	502	610	556	480

2. California Standards Test Performance

a. English Language Arts Grade 9 Proficiency Levels

Result Type / Years	2011-2012	2012-2013
Students Tested	263	310

% of Enrollment	92 %	93.9 %
Students with Scores	263	310
Mean Scale Score	357.0	351.2
% Advanced	21 %	17 %
% Proficient	35 %	35 %
% Basic	29 %	30 %
% Below Basic	12 %	15 %
% Far Below Basic	4 %	3 %

b. English Language Arts Grade 9 Subgroups Proficiency Levels

Subgroup / Percent Scoring Proficient and Above	2011-2012	2012-2013
Hispanic or Latino	49 % (90 / 185)	43 % (87 / 203)
White	69 % (46 / 67)	69 % (58 / 85)
Socio-economically Disadvantaged	49 % (78 / 160)	44 % (87 / 199)
English Learner	0 % (0 / 31)	6 % (4 / 53)

c. English Language Arts Grade 10 Proficiency Levels

Result Type / Years	2011-2012	2012-2013
Students Tested	261	237
% of Enrollment	95.3 %	91.5 %
Students with Scores	261	237
Mean Scale Score	346.5	345.7
% Advanced	24 %	15 %
% Proficient	25 %	30 %
% Basic	32 %	38 %
% Below Basic	15 %	12 %
% Far Below Basic	4 %	5 %

d. English Language Arts Grade 10 Subgroups Proficiency Levels

Subgroup / Percent Scoring Proficient and Above	2011-2012	2012-2013
Hispanic or Latino	42 % (69 / 164)	35 % (59 / 168)
White	62 % (47 / 62)	68 % (40 / 59)
Socio-economically Disadvantaged	37 % (50 / 135)	37 % (55 / 149)
English Learner	7 % (2 / 30)	0 % (0 / 25)

e. English Language Arts Grade 11 Proficiency Levels

Result Type / Years	2011-2012	2012-2013
Students Tested	240	232
% of Enrollment	96.4 %	94.3 %
Students with Scores	240	232
Mean Scale Score	347.8	349.3
% Advanced	20 %	20 %
% Proficient	25 %	31 %
% Basic	33 %	32 %
% Below Basic	16 %	13 %
% Far Below Basic	5 %	4 %

f. English Language Arts Grade 11 Subgroups Proficiency Levels

Subgroup / Percent Scoring Proficient and Above	2011-2012	2012-2013
Hispanic or Latino	38 % (60 / 157)	44 % (67 / 152)
White	58 % (38 / 66)	64 % (37 / 58)
Socio-economically Disadvantaged	35 % (48 / 137)	44 % (55 / 126)
English Learner	7 % (3 / 41)	0 % (0 / 21)

g. Algebra I Proficiency Levels

Years	2011-2012			2012-2013		
Results Type	9	10	11	9	10	11
Students Tested	201	98	26	214	65	19
% of Enrollment	70.3%	35.8%	10.4%	64.8%	25.1%	7.7%
Students with Scores	201	98	26	214	65	19
Mean Scale Score	287.6	281.8	276.4	280.9	277.2	275.4
% Advanced	0%	1%	0%	0%	0%	0%
% Proficient	9%	5%	4%	3%	5%	5%
% Basic	25%	18%	12%	22%	20%	21%
% Below Basic	42%	50%	54%	53%	45%	42%
% Far Below Basic	23%	26%	31%	22%	31%	32%

h. Strategic Students

An analysis of 9th grade ELA and Algebra 1 results shows that 56 students need intensive intervention in ELA and 160 students need intensive intervention in Math. Los Banos High School places some of these students in Reading 9/10 class for ELA intervention and Integrated Math I Intervention class for Math intervention. In addition, our counselors also communicate with Los Banos Junior High ELA and Math teachers for recommendation on strategic student placement.

i. Algebra I Subgroups Proficiency Levels

An asterisk (*) appears on the reports to protect student privacy when 10 or fewer students had valid test scores.

Years	2011-2012			2012-2013		
Subgroup / Percent Scoring Proficient and Above	9	10	11	9	10	11
Hispanic and Latino	6% (8/143)	6% (4/69)	5% (1/19)	2% (3/145)	3% (2/59)	7% (1/14)
White	18 (9/50)	10% (2/20)	*	6% (3/54)	*	*
Socio-economically Disadvantaged	7% (9/128)	6% (4/66)	6% (1/18)	3% (5/153)	2% (1/54)	8% (1/12)
English Learner	0% (0/29)	0% (0/23)	0% (0/67)	0% (0/50)	0% (0/19)	*

j. Geometry Proficiency Levels

	2011-2012			2012-2013		
Result Type	9	10	11	9	10	11
Students Tested	63	87	20	80	111	53
% of Enrollment	22.0 %	31.8 %	8.0 %	24.2 %	42.9 %	21.5 %
Students with Scores	63	87	20	80	111	53
Mean Scale Score	369.0	307.4	264.0	329.5	283.4	273.7
% Advanced	22 %	1 %	0 %	5 %	1 %	0 %
% Proficient	37 %	15 %	5 %	28 %	5 %	6 %
% Basic	32 %	39 %	5 %	41 %	23 %	23 %
% Below Basic	10 %	34 %	50 %	24 %	56 %	43 %
% Far Below Basic	0 %	10 %	40 %	3 %	14 %	28 %

k. Geometry Subgroup Proficiency Levels

An asterisk (*) appears on the reports to protect student privacy when 10 or fewer students had valid test scores.

Years	2011-2012			2012-2013		
Subgroup / Scoring Proficient and Above	9	10	11	9	10	11
Hispanic or Latino	50 % (20/40)	15% (9/59)	0% (0/13)	32% (14/44)	3% (2/74)	3% (1/40)
White	79% (15/19)	17% (4/23)	*	37% (11/30)	14% (5/35)	*
Socio-economically Disadvantaged	55% (17/31)	11% (5/45)	7% (1/15)	29% (10/35)	4% (3/68)	3% (1/34)
English Learner	*	*	*	*	*	0% (0/11)

l. Algebra II Proficiency Levels

An asterisk (*) appears on the reports to protect student privacy when 10 or fewer students had valid test scores.

Years	2011-2012			2012-2013		
Result Type	9	10	11	9	10	11
Students Tested	1	76	112	12	60	78

% of Enrollment	0.3 %	27.7 %	45.0 %	3.6 %	23.2 %	31.7 %
Students with Scores	1	76	112	12	60	78
Mean Scale Score	*	352.9	285.2	327.8	337.6	284.6
% Advanced	*	9 %	0 %	8 %	12 %	0 %
% Proficient	*	38 %	6 %	33 %	25 %	4 %
% Basic	*	36 %	26 %	0 %	42 %	27 %
% Below Basic	*	14 %	41 %	50 %	15 %	51 %
% Far Below Basic	*	3 %	27 %	8 %	7 %	18 %

m. Algebra II Subgroup Proficiency Levels

An asterisk (*) appears on the reports to protect student privacy when 10 or fewer students had valid test scores.

Years	2011-2012			2012-2013		
	9	10	11	9	10	11
Subgroup / Scoring Proficient and Above						
Hispanic or Latino	*	44% (16/36)	3% (2/80)	*	37% (13/35)	4% (2/56)
White	*	52% (17/33)	20% (5/25)	*	37% (7/19)	6% (1/16)
Socio-economically Disadvantaged	*	70% (16/23)	7% (5/71)	*	45% (13/29)	4% (2/49)
English Learner	*		0% (0/15)	*	*	*

n. Summative High School Mathematics Proficiency Levels

An asterisk (*) appears on the reports to protect student privacy when 10 or fewer students had valid test scores.

Years	2011-2012		2012-2013	
	10	11	10	11
Students Tested	1	63	3	78
% of Enrollment	0.4 %	25.3 %	1.2 %	31.7 %
Students with Scores	1	63	3	78
Mean Scale Score	*	324.0	*	328.9

% Advanced	*	11 %	*	12 %
% Proficient	*	21 %	*	22 %
% Basic	*	19 %	*	27 %
% Below Basic	*	41 %	*	33 %
% Far Below Basic	*	8 %	*	6 %

o. Summative High School Mathematics Subgroup Proficiency Levels

An asterisk (*) appears on the reports to protect student privacy when 10 or fewer students had valid test scores.

Years	2011-2012		2012-2013	
	10	11	10	11
Subgroup / Scoring Proficient and Above				
Hispanic or Latino	*	22% (7/32)	*	27% (11/41)
White	*	39% (9/23)	*	39% (11/28)
Socio-economically Disadvantaged	*	25% (7/25)	*	28% (8/29)
English Learner	*	*	*	*

p. World History Proficiency Levels

Years	2011-2012		2012-2013	
	10	11	10	11
Result Type				
Students Tested	263	2	250	10
% of Enrollment	96.0 %	0.8 %	96.5 %	4.1 %
Students with Scores	263	2	250	9
Mean Scale Score	347.3	*	326.0	*
% Advanced	19 %	*	13 %	*
% Proficient	25 %	*	20 %	*
% Basic	34 %	*	31 %	*
% Below Basic	10 %	*	14 %	*
% Far Below Basic	11 %	*	22 %	*

q. World History Subgroup Proficiency Levels

An asterisk (*) appears on the reports to protect student privacy when 10 or fewer students had valid test scores.

Years	2011-2012		2012-2013	
	10	11	10	11
Subgroup / Scoring Proficient and Above				
Hispanic or Latino	37% (61/164)	*	27% (48/179)	*
White	56% (44/78)	*	45% (27/60)	*
Socio-economically Disadvantaged	31% (42/137)	*	28% (45/162)	*
English Learner	3% (1/30)	*	0% (0/30)	*

r. US History Proficiency Levels

Years	2011-2012	2012-2013
Result Type	11	11
Students Tested	239	240
% of Enrollment	96.0 %	97.6 %
Students with Scores	239	240
Mean Scale Score	353.5	348.8
% Advanced	22 %	18 %
% Proficient	31 %	31 %
% Basic	31 %	28 %
% Below Basic	8 %	16 %
% Far Below Basic	8 %	7 %

s. US History Subgroup Proficiency Levels

Years	2011-2012	2012-2013
Subgroup / Percent Scoring Proficient and Above	11	11
Hispanic or Latino	50 % (79 / 158)	43 % (68 / 157)
White	63 % (41 / 65)	62 % (38 / 61)
Socio-economically Disadvantaged	46 % (63 / 136)	43 % (56 / 131)
English Learner	22 % (9 / 41)	8 % (2 / 24)

t. Life Science Proficiency Levels (Including 2014 CAASPP)

Years	2011-2012	2012-2013	2013-2014
Grades	10	10	10
Students Tested	258	233	289
% of Enrollment	94.2 %	90.0 %	100 %
Students with Scores	258	232	289
Mean Scale Score	366.1	361.4	358.3
% Advanced	27 %	25 %	24 %
% Proficient	37 %	29 %	30 %
% Basic	27 %	31 %	29 %
% Below Basic	5 %	11 %	12 %
% Far Below Basic	4 %	3 %	6 %

u. Life Science Subgroups Proficiency Levels (Including 2014 CAASPP)

Years	2011-2012	2012-2013	2013-2014
Subgroup / Percent Scoring Proficient and Above	10	10	10
Hispanic or Latino	58 % (79 / 158)	48 % (79 / 165)	48 % (88 / 184)
White	75 % (57 / 76)	70 % (40 / 57)	63 % (52 / 83)
Socio-economically Disadvantaged	53 % (70 / 133)	49 % (72 / 147)	50 % (88 / 175)
English Learner	19 % (5 / 27)	12 % (3 / 25)	20 % (9 / 44)

v. Biology Proficiency Levels

Years	2011-2012			2012-2013		
	9	10	11	9	10	11
Result Type						
Students Tested	197	150	93	230	51	72
% of Enrollment	68.9 %	54.7 %	37.3 %	69.7 %	19.7 %	29.3 %
Students with Scores	197	150	93	230	51	72
Mean Scale Score	368.6	347.9	366.7	354.4	323.7	375.8
% Advanced	32 %	15 %	32 %	16 %	2 %	33 %
% Proficient	30 %	29 %	26 %	35 %	25 %	32 %
% Basic	32 %	47 %	25 %	38 %	43 %	18 %

% Below Basic	5 %	6 %	12 %	9 %	22 %	10 %
% Far Below Basic	1 %	3 %	5 %	2 %	8 %	7 %

w. Biology Subgroups Proficiency Levels

An asterisk (*) appears on the reports to protect student privacy when 10 or fewer students had valid test scores.

Years	2011-2012			2012-2013		
	9	10	11	9	10	11
Subgroup / Scoring Proficient and Above						
Hispanic or Latino	53% (70/133)	45% (51/113)	47% (28/59)	43% (61/141)	26% (11/43)	62% (24/39)
White	84% (46/55)	45% (13/29)	80% (20/25)	62% (47/76)	*	65% (15/23)
Socio-economically Disadvantaged	57% (66/116)	40% (37/92)	46% (22/48)	44% (58/133)	32% (13/41)	55% (17/31)
English Learner	*	8% (2/24)	14% (4/28)	0% (0/20)	9% (1/11)	*

y. Chemistry Proficiency Levels

Years	2011-2012		2012-2013	
	10	11	10	11
Students Tested	91	84	151	88
% of Enrollment	33.2 %	33.7 %	58.3 %	35.8 %
Students with Scores	91	84	151	88
Mean Scale Score	353.7	321.2	347.5	318.5
% Advanced	19 %	2 %	14 %	0 %
% Proficient	33 %	23 %	26 %	14 %
% Basic	38 %	44 %	47 %	59 %
% Below Basic	7 %	19 %	10 %	20 %
% Far Below Basic	3 %	12 %	3 %	7 %

z. Chemistry Subgroups Proficiency Levels

An asterisk (*) appears on the reports to protect student privacy when 10 or fewer students had valid test scores.

Years	2011-2012		2012-2013	
	10	11	10	11
Subgroup / Scoring Proficient and Above				
Hispanic or Latino	48% (19/40)	20% (12/59)	33% (32/96)	13% (9/68)
White	58% (23/40)	36% (8/22)	49% (23/47)	18% (3/17)
Socio-economically Disadvantaged	47% (14/30)	20% (11/56)	33% (26/78)	11% (6/53)
English Learner	*	*	*	*

aa. Earth Science Proficiency Levels

An asterisk (*) appears on the reports to protect student privacy when 10 or fewer students had valid test scores.

Years	2011-2012			2012-2013		
	9	10	11	9	10	11
Result Type						
Students Tested	53	12	2	91	37	18
% of Enrollment	18.5 %	4.4 %	0.8 %	27.6 %	14.3 %	7.3 %
Students with Scores	53	12	2	91	37	18
Mean Scale Score	321.1	311.5	*	313.4	320.3	338.9
% Advanced	4 %	0 %	*	1 %	5 %	6 %
% Proficient	25 %	25 %	*	20 %	19 %	33 %
% Basic	47 %	42 %	*	37 %	46 %	50 %
% Below Basic	8 %	8 %	*	27 %	16 %	11 %
% Far Below Basic	17 %	25 %	*	14 %	14 %	0 %

ab. Earth Science Subgroups Proficiency Levels

An asterisk (*) appears on the reports to protect student privacy when 10 or fewer students had valid test scores.

Years	2011-2012			2012-2013		
	9	10	11	9	10	11
Subgroup / Scoring Proficient and Above						
Hispanic or Latino	24% (10/41)	*	*	19% (13/69)	20% (6/30)	40% (6/15)
White	45% (5/11)	*	*	31% (4/13)	*	*

Socio-economically Disadvantaged	29% (10/34)	*	*	18% (13/74)	24% (8/33)	40% (6/15)
English Learner	14% (2/14)	*	*	19% (7/36)	*	*

ac. Physics Proficiency Levels

An asterisk (*) appears on the reports to protect student privacy when 10 or fewer students had valid test scores.

Years	2011-2012		2012-2013		
	10	11	9	10	11
Students Tested	2	39	2		43
% of Enrollment	0.7 %	15.7 %	0.6 %		17.5 %
Students with Scores	2	39	2		43
Mean Scale Score	*	360.9	*		374.8
% Advanced	*	23 %	*		30 %
% Proficient	*	44 %	*		37 %
% Basic	*	18 %	*		30 %
% Below Basic	*	15 %	*		2 %
% Far Below Basic	*	0 %	*		0 %

ad. Physics Subgroups Proficiency Levels

An asterisk (*) appears on the reports to protect student privacy when 10 or fewer students had valid test scores.

Years	2011-2012	2012-2013
Subgroup / Scoring Proficient and Above	11	11
Hispanic or Latino	62% (16/26)	62% (13/21)
White	*	80% (12/15)
Socio-economically Disadvantaged	65% (13/20)	60% (12/20)
English Learner	*	*

3. California High School Exit Exam (CAHSEE) Performance

a. Tenth Grade initial testing and significant sub-population scores

(Passing rate and percent meeting the AYP target of 380 mean scale score).

English Language Arts (ELA)

Years	Tested or Passing	All Students	Special Education Students	EL Students	RFEP Students	Economically Disadvantaged	Not Economically Disadvantaged
2011-2012	# Tested	267	12	43	47	138	115
	Passing	231 (87%)	3 (25%)	27 (63%)	47 (100%)	115 (83%)	102 (89%)
2012-2013	# Tested	251	17	31	60	157	91
	Passing	203 (81%)	3 (18%)	14 (45%)	56 (93%)	121 (77%)	80 (88%)
2013-2014	# Tested	319	31	55	67	196	120
	Passing	243 (76%)	10 (32%)	23 (42%)	58 (87%)	135 (69%)	108 (90%)

One of the Critical Academic Needs identified as a result of our WASC Midterm Report was to increase the number of students scoring Proficient (380) or above at their first CAHSEE ELA administration. Los Banos High School is continuing to implement interventions and strategies to meet this goal.

Math

Years	Tested or Passing	All Students	Special Education Students	EL Students	RFEP Students	Economically Disadvantaged	Not Economically Disadvantaged
2011-2012	# Tested	267	12	42	47	137	116
	Passing	239 (90%)	6 (50%)	26 (62%)	47 (100%)	119 (87%)	107 (92%)
2012-2013	# Tested	256	20	32	58	161	92
	Passing	206 (80%)	4 (20%)	13 (41%)	53 (91%)	121 (75%)	83 (90%)
2013-2014	# Tested	322	30	56	67	199	120
	Passing	254 (79%)	11 (37%)	24 (43%)	63 (94%)	148 (74%)	104 (87%)

The other Critical Academic Need identified as a result of our WASC Midterm Report was to increase the number of students scoring Proficient (380) or above at their first CAHSEE Math administration. Los Banos High School is continuing to implement interventions and strategies to meet this goal.

b. Number tested and percent of students' passing

Including multi-year tenth grade scores and progressive numbers of students passing at the 11th and 12th grade levels.

ELA

Years	Tested or Passing	All Students	Special Education Students	EL Students	RFP Students	Economically Disadvantaged	Not Economically Disadvantaged
2011-2012	# Tested	301	16	72	47	161	122
	Passing	239 (79%)	3 (19%)	34 (47%)	47 (100%)	121 (75%)	104 (85%)
2012-2013	# Tested	279	25	42	60	175	98
	Passing	209 (75%)	4 (16%)	16 (38%)	56 (93%)	125 (71%)	82 (84%)
2013-2014	# Tested	360	44	78	67	226	128
	Passing	251 (70%)	11 (25%)	26 (33%)	58 (87%)	141 (62%)	110 (86%)

Math

Years	Tested or Passing	All Students	Special Education Students	EL Students	RFP Students	Economically Disadvantaged	Not Economically Disadvantaged
2011-2012	# Tested	305	21	65	47	160	126
	Passing	254 (83%)	9 (43%)	34 (52%)	47 (100%)	126 (79%)	113 (90%)
2012-2013	# Tested	279	28	42	58	173	98
	Passing	211 (76%)	5 (18%)	14 (33%)	53 (91%)	122 (71%)	84 (86%)
2013-2014	# Tested	357	43	76	67	223	126
	Passing	266 (75%)	12 (28%)	30 (39%)	63 (94%)	154 (69%)	106 (84%)

c. Sub-test scores for 10th, 11th, and 12th grade

2011-2012

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed
Tenth	267	231	87%	36	13%
Eleventh	12	5	42%	7	58%

Twelfth	16	2	13%	14	88%
Adult Students	6	--	--%	--	--%

2012-2013

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed
Tenth	251	203	81%	48	19%
Eleventh	18	4	22%	14	78%
Twelfth	7	--	--%	--	--%
Adult Students	3	--	--%	--	--%

2013-2014

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed
Tenth	319	243	76%	76	24%
Eleventh	22	4	18%	18	82%
Twelfth	17	4	24%	13	76%
Adult Students	2	--	--%	--	--%

4. Adequate Yearly Progress 2013-2014

Participation Rate

	Target	Criteria met
English-Language Arts Target	95%	Yes
Mathematics Target	95%	Yes

Groups	ELA Enrollment First Day of Testing	ELA Number of Students Tested	ELA Rate	ELA Met 2014 Criteria	ELA Alternative Method	Math Enrollment First Day of Testing	Math Number of Students Tested	Math Rate	Math Met 2014 AYP Criteria	Math Alternative Method
Schoolwide	330	328	99	Yes	--	331	328	99	Yes	--
Black or African American	5	5	100	--	--	5	5	100	--	--
American Indian or Alaska Native	2	2	100	--	--	2	2	100	--	--

Asian	2	2	100	--	--	2	2	100	--	--
Filipino	6	6	100	--	--	6	6	100	--	--
Hispanic or Latino	217	215	99	Yes	--	218	215	99	Yes	--
Native Hawaiian or Pacific Islander	0	0	--	--	--	0	0	--	--	--
White	90	90	100	Yes	--	90	90	100	Yes	--
Two or More Races	8	8	100	--	--	8	8	100	--	--
Socioeconomically Disadvantaged	210	208	99	Yes	--	211	208	99	Yes	--
English Learners	95	94	99	Yes	--	95	94	99	Yes	--
Students with Disabilities	37	36	98	--	--	37	35	95	--	--

Percent Proficient - Annual Measurable Objectives (AMOs)

	Target	Criteria met
English-Language Arts Target	100.0	No
Mathematics Target	100.0	No

Groups	English Language Arts					Mathematics				
	ELA Valid Scores	ELA Number At or Above Proficient	ELA Percent At or Above Proficient	ELA Met 2014 Criteria	ELA Alternative Method	Math Valid Scores	Math Number At or Above Proficient	Math Percent At or Above Proficient	Math Met 2014 AYP Criteria	Math Alternative Method
Schoolwide	308	133	43.2	No	--	307	139	45.3	No	--
Black or African American	5	--	--	--	--	5	--	--	--	--
American Indian or Alaska Native	2	--	--	--	--	2	--	--	--	--
Asian	2	--	--	--	--	2	--	--	--	--
Filipino	6	--	--	--	--	6	--	--	--	--
Hispanic or Latino	195	68	34.9	No	--	194	75	38.7	No	--
Native Hawaiian or Pacific Islander	0	--	--	--	--	0	--	--	--	--
White	90	52	57.8	No	--	90	52	57.8	No	--
Two or More Races	8	--	--	--	--	8	--	--	--	--
Socioeconomically	195	65	33.3	No	--	194	74	38.1	No	--

Disadvantaged										
English Learners	81	12	14.8	No	--	81	14	17.3	No	--
Students with Disabilities	35	2	5.7	--	--	34	2	5.9	--	--

Graduation Rate Goal: 90 Percent

Met Schoolwide Graduation	Met Student Group Graduation Rates	Met Overall Graduation Rate Criteria
Yes	Yes	Yes

Current Year: Graduation Rate Results

Groups	2013 Cohort Graduation Rate (class of 2011-12)	2014 Cohort Graduation Rate (class of 2012-13)	2014 Target Graduation Rate	2014 Graduation Rate Criteria Met	2015 Target Graduation Rate Class of 2013-14)	Exclusion/ Alternative Method
Schoolwide	94.38	94.63	90.00	Yes	90.00	--
Black or African American	--	--	N/A	N/A	N/A	<u>U50</u>
American Indian or Alaska Native	--	--	N/A	N/A	N/A	<u>U50</u>
Asian	--	--	N/A	N/A	N/A	<u>U50</u>
Filipino	--	--	N/A	N/A	N/A	<u>U50</u>
Hispanic or Latino	95.79	93.71	90.00	Yes	90.00	--
Native Hawaiian or Pacific Islander	--	--	N/A	N/A	N/A	<u>U50</u>
White	94.66	94.92	90.00	Yes	90.00	--
Two or More Races	--	--	N/A	N/A	N/A	<u>U50</u>
Socioeconomically Disadvantaged	93.12	94.01	90.00	Yes	90.00	--
English Learners	--	--	N/A	N/A	N/A	<u>U50</u>
Students with Disabilities	--	--	N/A	N/A	N/A	<u>U50</u>

5. California English Language Development Test (CELDT) Results

	2011-2012	2012-2013	2013-2014
Performance Level	Total	Total	Total
Advanced	21 (10.0%)	23 (14.0%)	27 (14.0%)
Early Advanced	84 (40.0%)	66 (40.0%)	71 (36.0%)
Intermediate	68 (33.0%)	42 (25.0%)	55 (28.0%)
Early Intermediate	21 (10.0%)	23 (14.0%)	24 (12.0%)
Beginning	15 (7.0%)	13 (8.0%)	19 (10.0%)
Number Tested	209 (100.0%)	167 (100.0%)	196 (100.0%)

6. Title III Accountability Report

		2011-2012	2012-2013	2013-2014	
AMAO 1 – Annual Growth	Number of Annual CELDT Takers	201	148	161	
	Number in Cohort	201	148	161	
	Percent with Prior CELDT Scores	100%	100%	100%	
	Number Met AMAO 1	130	87	81	
	Percent Met AMAO 1	64.70%	58.80%	50.30%	
AMAO 2 – Attaining English Proficiency	Less than 5 years	Number in Cohort	23	20	21
		Number Attain Eng Prof. Level	--	--	--
		Percent Attain Eng. Prof. Level	--	--	--
	5 Years or More	Number in Cohort	184	137	156
		Number Attain Eng Prof. Level	96	69	65
		Percent Attain Eng Prof. Level	52.20%	50.40%	41.70%

No data are reported if there are less than 30 in the cohort. No values will be printed for AMAO 1 if less than 65 percent of the 2013 Annual CELDT takers have the required prior CELDT scores.

7. Local assessments and results

Currently, Los Banos Unified School District is working on a system to house the data from common local assessment and to disaggregate it efficiently. Grade and content-level teams of teachers have created Common Core Standards based benchmarks and performance tasks and have been piloting them since 2013-2014 school year. Los Banos High School teachers are collaborating on the results of these assessments as a part of the Continuous Improvement Process and keep a record of it in their CIP binder.

8. College SAT and/or ACT results

Including number of students taking the exams and percentages approve for CSU Early Assessment Program.

a. ACT Results

	2012	2013	2014
Grade 12 Enrollment	495	246	275
Number Tested	20	15	28
Percent Tested	4.04	6.1	10
Average Score	20.55	23	22.5
Score>=21 Number	11	10	TBD
Score>=21 Percent	55	66.67	TBD

b. SAT Results

	2012	2013	2014
Grade 12 Enrollment	495	246	316
Number Tested	137	96	98
Percent Tested	27.68	39.02	31.01
Critical Reading Average	466	473	485
Math Average	464	468	493
Writing Average	451	459	478
Total >= 1,500 Number	37	29	37
Total >= 1,500 Percent	27%	30.2	37.75

c. Early Assessment Program (EAP) Results

Early Assessment of Readiness for College English	2012				2013			
	EAP		CST	Participation	EAP		CST	Participation
Students Tested	240		240	100%	230		232	99%
Ready for College	40	17%			47	20%		31
Ready for College - Conditional	41	17%			33	14%		23
Did Not Demonstrate College	159	66%			150	65%		92

Readiness on This Assessment										
Early Assessment of Readiness for College Mathematics (Algebra II)	EAP		CST	Participation	EAP		CST	Participation	EAP	
Students Tested	76		112	68%	71		78	91%	75	
Ready for College	0	0%			1	1%			0	0%
Ready for College - Conditional	14	18%			5	7%			7	9%
Did Not Demonstrate College Readiness on This Assessment	62	82%			65	92%			68	91%
Early Assessment of Readiness for College Mathematics (Summative High School Mathematics)	EAP		CST	Participation	EAP		CST	Participation	EAP	
Students Tested	54		63	86%	76		78	97%	48	
Ready for College	6	11%			8	11%			9	19%
Ready for College - Conditional	34	63%			59	78%			34	71%
Did Not Demonstrate College Readiness on This Assessment	14	26%			9	12%			5	10%
Early Assessment of Readiness for College Mathematics (Total)	EAP		CST	Participation	EAP		CST	Participation	EAP	
Students Tested	130		175	74%	147		156	94%	123	

Ready for College	6	5%			9	6%			9	7%
Ready for College - Conditional	48	37%			64	44%			41	33%
Did Not Demonstrate College Readiness on This Assessment	76	58%			74	50%			73	59%

9. Advanced Placement Test Results

	2011-2012	2012-2013	2013-2014
Students in AP Classes	489	427	451
Number of Exam Takers	155 (31% of 489)	125 (29% of 427)	157 (34% of 451)
Number Passing	59 (38% of 155)	55 (44 % of 125)	56 (35% of 157)

10. Students Meeting A-G Requirements

Los Banos High School offers 81 courses to help our students stay on the A-G track. Our counselors review student transcripts regularly to monitor their A-G status and when necessary they communicate with the student and the parents bring the student back on track either by retaking a class or utilizing summer school.

Year	On-Track Seniors	Total Seniors
2011-2012	100 (21%)	478
2012-2013	78 (32%)	241
2013-2014	101 (40%)	251

11. Students Taking Algebra

Year	2012-2013	2013-2014	2014-2015
Students Taking Algebra	198	191	471
Students Taking Below Algebra	101	69	0

Starting this year, all Los Banos High School incoming students are scheduled into Integrated Math I class.

12. Report Card Analyses

	2013 Fall	2014 Spring	2014 Fall
Ds	814 (11.4% of all)	798 (11% of all)	911 (11.6% of all)
Fs	667 (9.4% of all)	642 (9.8% of all)	593 (7.6% of all)

13. Graduation Rates

	2011-2012	2012-2013	2013-2014
Cohort Students	480	242	275
Cohort Graduates	453	229	247
Graduation Rate	94.4%	94.6%	89%

14. Entering Freshmen Exiting Seniors

	2011-2012	2012-2013	2013-2014
Entering Freshmen	294	348	346
Exiting Senior	495	246	273

15. Dropout Rates

	2011-2012	2012-2013
Dropout Rates	18/1,353 (1.3%)	10/1,143 (0.9%)

16. Post-Enrollment Data

	Total High School Graduates	Number Enrolled in CA Public Postsecondary Institutions	Percent Enrolled in CA Public Postsecondary Institutions	Number that completed 1 year of credit within 2 years of postsecondary enrollment	Percentage that completed 1 year of credit within 2 years of postsecondary enrollment
2006-2007	382	210	55.0 %	94	24.6 %



School Wide Learner Outcomes

Technologically skilled and creative individuals who

- Develop varied technological skills
- Use a variety of technological tools

Innovative critical thinkers who

- Identify, analyze and apply information
- Make decisions and evaluate outcomes
- Utilize problem-solving skills

Global minded citizens who

- Work collaboratively in varied settings and cultures
- Embrace diversity

Effective communicators who

- Interact through verbal, auditory, visual, written and artistic means

Responsible students who

- Lead healthy and productive lives
- Assume responsibility for personal choices and actions

Self-directed learners who

- Are aware of possible career choices
- Are prepared for successful careers
- Are prepared for post-secondary education

Perception Data

Student Perception

Los Banos High School surveyed our students and here is a summary statement. For more detailed results, please refer to Appendix A.

- 62% of the students agree that they feel safe at this school. (28% Undecided and 11% Disagree)
- 59% of the students express that they are happy at this school. (27% Undecided and 19% Disagree)
- 85% of the students state that there is a teacher or some other adult who listens to them when they have something to say.
- 83% of the students state that there is a teacher or some other adult who notices when they are not there.
- 93% of the students believe that there is a teacher or some other adult who always wants them to do their best.
- 87% of the students state that there is a teacher or some other adult who really cares about them.
- 89% of the students express that there is a teacher or some other adult who believes that I will be a success.
- 58% of the students state that they do not help decide things like class activities and rules.

Staff Perception

Los Banos High School invited all staff members to complete an anonymous survey to collect staff input regarding school climate. Here is a summary of the results.

Questions	Agree %
Adults in this school respect differences in students (e.g., gender, race, culture, sexual orientation).	95.65%
LBHS is a safe place for students.	95.65%
LBHS is a supportive and inviting place for students to learn.	93.48%
LBHS is a safe place for staff.	93.48%
LBHS emphasizes helping students academically when they need it.	93.33%
LBHS gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.	91.30%

Students enjoy collaborating on projects in class.	89.13%
LBHS is welcoming to and facilitates parent involvement.	88.89%
LBHS is a supportive and inviting place for staff to work.	86.96%
LBHS provides adequate benefits (e.g., salary, fringe benefits and retirement options) to support my continued employment.	86.96%
LBHS provides adequate counseling and support services for students.	86.96%
LBHS emphasizes teaching lessons in ways relevant to students.	84.44%
LBHS promotes academic success for all students.	84.44%
LBHS clearly communicates to students the consequences of breaking school rules.	78.26%
LBHS promotes trust and collegiality among staff.	78.26%
Students care about one another.	76.09%
LBHS considers closing the racial/ethnic achievement gap a high priority.	75.56%

Questions	Disagree %
Teachers are very strict here.	64.44%
LBHS has clean and well-maintained facilities and property.	44.44%

Parents Perception

Los Banos High School also reached out to the parents to complete an anonymous survey in English and Spanish. Here is a summary of the results. For detailed results, please refer to Appendix B.

Questions	Agree %
I am familiar with the school policies on Attendance, Discipline, and Dress Code.	88.17%
I use the school's Parent Portal to check my child's progress.	81.91%
Office staff is very polite, helpful, and professional.	78.49%
Los Banos High School is a safe place for students.	74.47%
The purpose and goals of LBHS are directed toward student learning.	73.91%

Los Banos High School counselors return calls promptly.	72.04%
Los Banos High Los Banos High School is well maintained.	71.28%
I am informed of my child's progress at LBHS (applicable for parents and guardians).	70.97%

Questions	Disagree %
The assignments that students receive are interesting and challenging to them.	28.72%
LBHS communicates with me appropriately in the event of an emergency.	26.60%
Teachers set high standards for Los Banos HS students.	24.73%
I receive timely information regarding events and activities occurring at LBHS.	21.51%

Chapter II: Progress Report

Summarize progress on each section of the current school wide action plan that incorporated *all school wide critical areas for follow-up* from the last full self-study and all intervening visits.

1. Significant Developments

Los Banos High School received a full self-study visit in 2009 and a mid-progress report visit in 2012. Since these visits, Los Banos High has experienced significant changes in student demographic, staffing, administration structure and personnel, instructional focus, and changes in state testing. The impetus of these changes are mostly due to the opening of a second high school in the community and the state adoption of the Common Core Standards.

With the opening of Pacheco High School, the student demographic of Los Banos High School shifted in a couple of significant areas. Specifically, while our ethnic distribution has remained consistent, our percentage of socioeconomically disadvantaged students and students with disabilities has increased from 52% to 60% and 5% to 10% respectively. In addition, beginning in the 2013-2014 school year, Pacheco High School closed its doors to new enrollments due to over capacity. The major impact this created was the influx of migrant students into Los Banos High as a result of the location of the migrant camp in Pacheco's boundary.

In addition to change in student demographics, Los Banos High's teaching staff has undergone quite a transition as well. Vacant positions due to staff transfers to Pacheco High School, retiring teachers, new opportunities elsewhere and various other reasons have resulted in new opportunities for teachers on campus. Currently, there are 23 new staff members of the 62 on campus who were not here in 2012. The majority of these teachers are in our core departments. New staff present both a renewed energy and challenge as they "learn the ropes" of the profession.

The administrative team is entirely new compared to the staff in the spring of 2012. Mr. Ryan Hartsoch took over as Principal in the fall of 2012. Joining the administrative team in 2013 was Mr. Veli Gurgen as Assistant Principal, Ms. Rebecca Richardson in 2014 as Assistant Principal and Ms. Sherry Housley in 2014 as Learning Director. These new administrators make up an entirely new team compared to 2012. In addition, two new counselors came on board since our midterm review. Ms. Christina Fuentes started in 2012 and Ms. Lorena Cortez in 2014.

The biggest change to Los Banos High School has been the shift in instruction due to the state adoption of the Common Core standards. English and Math units have been completely restructured as a result. Starting in the spring of 2012, English and math teachers began the Rigorous Curriculum Design process of creating course frameworks centered on CCSS. These frameworks include pre-assessments, post-assessments, performance tasks, recommended activities, ELD support, priority standards, etc. Teachers worked a combination of school days and summer days to accomplish this work. The process continued into the 2014-2015 school

year as the frameworks have been tweaked and modified as necessary. Staff development to become familiar with the new standards and unit frameworks have been ongoing.

2. School wide Critical Areas for Follow-up

The school wide critical areas for follow-up identified in the 2012 Midterm Progress Report have been integrated with our site Single Plan for Student Achievement (SPSA), site LCAP plan, and LEA plan. The identified critical areas per the Midterm Progress Report are as follows:

- 1) Improve the percentage of students scoring Proficient or above (380) at their first CAHSEE English Language Arts test administration.
- 2) Improve the percentage of students scoring Proficient or above (380) at their first CAHSEE Mathematics test administration.
- 3) Increase the percentage of students leaving Los Banos High School and pursuing post secondary educational opportunities.
- 4) Improve the percentage of students scoring Proficient or above on the California Standards Testing (CST) assessments.

These goals are still in place (with the exception of critical need #4) but in some cases have been combined. Specifically, critical needs #1 and #2 have been combined into one goal.

3. Ongoing Follow-up Process

Los Banos High School's Single Plan for Student Achievement has been fully implemented in accordance with outlined plan and expanded upon in many instances. Each year, progress on school goals is reported and reviewed in School Site Council. Recommendations to change or add measures are suggested and considered by the group of teachers, parents, students and other staff members. Data is reviewed to determine the effectiveness of the identified measures in the action plan. Any suggestions are considered and modified as necessary.

The plan is then reviewed with the site leadership team which is composed of department chairs and administration. Implementation of the plan is discussed with the leadership team and then a process for implementation is put in place. The leadership team discusses interventions, programs, systems, etc. that could be put in place to make further progress on our critical areas of need.

4. Progress, Evidence, Impact on Student Learning for Action Plan Section or Goals

- **Critical Academic Need #1- Improve the percentage of students scoring Proficient or above (380) at their first CAHSEE English Language Arts test administration.**

- **Critical Academic Need #2- Improve the percentage of students scoring Proficient or above (380) at their first CAHSEE Mathematics test administration.**

Critical Areas:

- 1) Development and implementation of a comprehensive assessment process that correlates district common assessments and benchmarks with state mandated standardized testing.
- 2) Continued development, implementation and careful alignment of common lesson plans, assignments, pacing guides, assessments, and standardized grading processes between similar courses.
- 3) Develop and implement a formalized process to monitor and evaluate the effective implementation of best instructional practices.

The critical areas identified in the midterm progress report related to addressing Critical Academic Need #1 are aimed at formalizing a process for assessing student learning, improving classroom instruction, aligning lesson plans and grading process and evaluating the effective implementation of best practices. Improvement in these areas should in turn result in improved student performance over time and thus improved test scores. Since 2012, many efforts have taken place at the site and district level to accomplish these goals.

Actions

Rigorous Curriculum Design (RCD) Units

Beginning in the spring of 2012, ELA and Math teachers district wide began the Rigorous Curriculum Design (RCD) process. The process was developed by Larry Ainsworth in his book, "Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment". The process was facilitated by professionals with Lead and Learn, a division of Houghton Mifflin Harcourt. The process involved numerous days of ongoing training and development which included staff engaging in the following activities:

- "Unwrapped" Priority Common Core Standards
- Create a Graphic Organizer
- Write the Big Ideas and Essential Questions
- Create the End-of-Unit Post-Assessment
- Create the Unit Pre-Assessment
- Identify Additional Vocabulary Terms, Effective Teaching Strategies, and Learning Skills
- Plan Engaging Learning Experiences
- Gather Instructional Resources
- Recommend Effective Instruction and Other Techniques

These units of study were developed for all core English and Math courses and were rolled out to teachers during voluntary professional development days during the summer of 2013.

Teachers began implementation of these units in the 2013-2014 school year in anticipation of participating in the Smarter Balanced Assessment pilot.

Continuous Improvement Process (CIP)

The Continuous Improvement Process (CIP) was implemented in the fall of the 2012-2013 school year. The process was developed by site administration in collaboration with the leadership team. The goal of CIP was to have a formalized process of evaluating common assessments and tasks that support improved instruction and student performance. CIP is designed to be a living document of ongoing data analysis, improvement and evaluation. Four times a year in departmental Professional Learning Communities (PLC), departmental grade levels collect common assessment data and complete the CIP form which includes the following categories: “Data Source”, “Data Analysis Results”, “Improvement Selection, Design and Implementation Plan”, “Program/Initiative Evaluation” and “Review and Assessment”. Specifically, staff members discuss and answer the following questions in the CIP form to target areas of need and identify a plan to improve instruction and student achievement:

- What are the essential data sources identified and when and how were they gathered?
- What is the desired level of performance and what is the data indicating?
- What is the cause of the gap identified? Is it related to instruction, materials, financial or human resources?
- What does current research suggest about improvement in the targeted area?
- What modifications, programs or other initiatives will be implemented to make improvement?
- Was the initiative successful?

Implementation of this process have provided staff members with a formalized process for engaging in meaningful discussions about students learning. While most results are localized on site and occur within only Los Banos High School departments, these discussions and implementations have value and will improve student achievement over time.

Instructional Rounds Process

The Instructional Rounds Process came on board to the campus of Los Banos High School when Principal Ryan Hartsoch joined the administrative team in the fall of 2012. The Instructional Rounds Process is a non-evaluative approach to visiting classrooms and providing feedback to staff on student learning. The process was introduced to the leadership team in 2012 and it was agreed that the process would be beneficial. The staff began the process of identifying our “Problem of Practice” by looking at various pieces of data. A “Problem of Practice (POP)” is a specific focus for the “rounds” teams to observe when they are in classrooms. The problem of practice of Los Banos High School is:

- Improve student literacy by increasing the opportunities for students to write and speak using complete sentences across all content areas and provide complex, thoughtful and meaningful responses about their learning.

The Problem of Practice is aligned with site goals of improving literacy across curriculum, Common Core Standards, improving test scores and improvement in student achievement across the board. The practice of Instructional Rounds involves several components and steps as described below:

1. Classroom visits by rounds teams- Generally three groups of four visit four classrooms each for 15 minutes. Observations are made and recorded on observations sheet. All observations are focused on the Problem of Practice.
2. Sharing out of observations in small groups- Observations are transcribed onto sticky notes, read aloud and placed on poster paper.
3. Organization of observations- Observation notes are then organized in a way to determine the trends or themes seen in the classroom visits.
4. Identify trends, themes or patterns in small groups.
5. Answer the prediction question based on observations- The prediction question is: If you were a student at this school and you did everything you were expected to, what would you know and be able to do.
6. Next Levels of Work- Identify what steps can be taken to make further progress on the site identified Problem of Practice.
7. Come to a consensus as a whole group about trends and next levels of work to be shared with the whole staff.

Instructional Rounds began in 2012 and 2013 on a monthly basis on campus. "Rounds" include both teachers and administrators from the site as well as off campus staff at times. The goal was to get staff familiar with the process and begin to impact student achievement related to the POP. Beginning in 2014, the recommendation from the county consortium was to reduce the frequency of the "rounds" and increase the adult learning begin the "rounds". Los Banos High School has seen a steady rise in students responding in meaningful ways in the classroom. Students are provided more opportunities and are meeting staff expectations at a higher frequency compared to prior to the introduction of this process.

Impact on Student Learning

The goal of Critical Academic Needs #1 and #2 is to improve CAHSEE scores with a specific goal of increasing the percentage of students scoring proficient on their first test administration as 10th grade students. To accomplish this goal, the critical areas recommended were:

- 1) Develop and implement an assessment process using district benchmark assessments aligned with state mandated standardized testing.
- 2) Develop and implement common lesson plans, assignments, and grading processes.
- 3) Implement a formalized process to monitor and evaluate the effectiveness of best instructional practices.

Los Banos High School successfully addressed all three of these critical areas. The immediate impact on student achievement is difficult to measure by simply looking at the raw data. Numerous factors have impacted the data with a clear change in the 2012-2013 school year. One of the major factors include a dynamic shift in student population in the 2012-2013 school year. This is the first year that Pacheco High was full with a student body of 9th-12th grade students. Coinciding with this development was the change in the staff. Many high performing, long established teachers joined the Pacheco High staff in the first three years of opening the school and thus new opportunities were created for employees at Los Banos High School. Additionally, there were many instances of staff members in both the English and Math departments requiring long term substitute teachers due to health and other issues. Effective instruction was compromised in some cases due to the lack of a credentialed teacher in these classes for an extended period of time. A summary of CAHSEE student performance is listed below:

English Language Arts CAHSEE scores

Years	Tested or Passing	All Students	Special Education Students	EL Students	RFEP Students	Economically Disadvantaged	Not Economically Disadvantaged
2011-2012	# Tested	267	12	43	47	138	115
	Passing	231 (87%)	3 (25%)	27 (63%)	47 (100%)	115 (83%)	102 (89%)
2012-2013	# Tested	251	17	31	60	157	91
	Passing	203 (81%)	3 (18%)	14 (45%)	56 (93%)	121 (77%)	80 (88%)
2013-2014	# Tested	319	31	55	67	196	120
	Passing	243 (76%)	10 (32%)	23 (42%)	58 (87%)	135 (69%)	108 (90%)

Mathematics CAHSEE scores

Years	Tested or Passing	All Students	Special Education Students	EL Students	RFEP Students	Economically Disadvantaged	Not Economically Disadvantaged
2011-2012	# Tested	267	12	42	47	137	116
	Passing	239 (90%)	6 (50%)	26 (62%)	47 (100%)	119 (87%)	107 (92%)
2012-2013	# Tested	256	20	32	58	161	92
	Passing	206 (80%)	4 (20%)	13 (41%)	53 (91%)	121 (75%)	83 (90%)
2013-2014	# Tested	322	30	56	67	199	120
	Passing	254 (79%)	11 (37%)	24 (43%)	63 (94%)	148 (74%)	104 (87%)

Despite the lack of evidence the data may suggest, the staff at Los Banos High School remain firmly committed to the actions taken over the last three years to improve student achievement. Staff embraced the recommendations from the WASC study and put appropriate measures in place. The initiative and implementation of the Rigorous Curriculum Design unit plans, Instructional Rounds process and Continuous Improvement process are research-based and proven strategies. Improvement with large scale initiatives like this will take time. As our student and staff population stabilizes, Los Banos High is confident that progress will be consistent and evident. The new CAASPP administration starting in 2015 will be an additional means of evaluating student achievement in the 21st century.

•Critical Academic Need #3- Increase the percentage of students leaving Los Banos High School and pursuing post secondary educational opportunities.

Critical Areas:

- 1) Develop and implement a process for consolidating the Single Plan for Student Achievement, the LEA Plan, and the WASC Action Plan into a single school plan.
- 2) Develop and maintain programs and services to increase the percentage of students graduating A-G eligible.

Addressing the areas listed above have been accomplished through a collaborative effort between site administration, the leadership team and the School Site Council. An aligned plan has assured that focused efforts keep all site goals at the forefront of decision making.

Actions

Aligned SPSA, LCAP and WASC Action Plan

Efforts of site administration in collaboration with the site leadership team and School Site Council have resulted in aligned goals and action plans. The recommendations from the WASC Self-Study and Midterm Progress Report have directed site goals directly and are reflected in the Single Plan for Student Achievement and LCAP Plan. Several meetings, review of the plans and revisions have taken place over the last three years. With the newly required district and site LCAP plans, new procedures and accountability structures ensure that site goals and implementations are monitored on a yearly basis.

AP Program Focus

In order to accomplish a more successful, rigorous and uniform AP Program on campus, multiple efforts have taken place. All AP teachers have been trained through AP College Board approved AP Summer Institute Work Shops and Trainings. These have been offered to both new and veteran AP teachers to ensure that they receive current professional development. Staff have been receptive and have taken advantage of this opportunity to the fullest extent.

Additionally, new AP courses have been approved and implemented on campus to further provide opportunities to students for college-level rigor and curriculum. AP Geography has been added to the master schedule as a preparatory AP class offered and taken by mostly freshmen (although it is open to all grade levels). The class is seeing success and will undoubtedly better prepare students for the AP Program because of this opportunity as freshmen. AP Chemistry and Pre-AP Chemistry were recently approved through our district curriculum council organization. The goal of Pre-AP Chemistry is to provide a higher base of knowledge for those students who desire to go into the highest level of science on our campus including AP Chemistry and AP Biology. This class will be taken in lieu of Chemistry-CP. These classes are being offered in addition to our already existing catalog of Honors and AP classes listed below:

- Freshmen Honors English
- Pre-AP English
- AP English Language
- AP English Literature
- AP European History
- AP US History
- AP Government and Economics
- AP Statistics
- AP Calculus
- AP Biology
- AP Spanish Language
- AP Spanish Literature

New Course Offerings

In addition to the new AP classes, Los Banos High School has also created additional opportunities for students to take courses and remediation opportunities designed to prepare students for college. The most dynamic change to our curriculum has been the complete restructuring of our math department due to Common Core. We have moved away from the traditional math sequencing and moved to an integrated pathway of math courses (Integrated Math I, Integrated Math 2 and Integrated Math 3). These courses are completely designed around the Common Core state standards and Rigorous Curriculum Design (RCD) units. To better support students coming in as freshmen who struggle in math, Math 180 was implemented during the 2014-2015 school year. This program is aligned with CCSS and uses assessments similar to the Smarter Balanced tests. The goal of this program is to get students proficient in the basic skills (3rd-8th grade math standards) needed to be successful in high school level math standards.

Also new to campus is a ROP class, Sports and Entertainment Marketing, which is taught by our Athletic Director. Math Reasoning (CP) and Financial Math are two new math options to seniors. Math Reasoning is designed to prepare those students who have successfully completed math through Algebra 2 but need additional support prior to college-level math.

Financial Math is a non-CP math offering designed to keep students skills sharp as they explore real-world business application of math concepts. Public Speaking is another new vocational course that prepares students to perform in many capacities in a public setting. A staff member has been identified and preparations are under way to offer Journalism as a course offering next year.

Last to mention but certainly noteworthy is the Online Course Program (OCP) that was started in 2013. OCP provides an online learning environment on campus to some students that are committed to learning but may struggle in a traditional classroom setting. Targeting specifically 9th and 10th grade students who are deficient in credits, students may take courses such as English, Math and Social Studies. Students are able to recover anywhere from 5-10 credits in one period through this offering.

Focus and Improved Student Services

Counselors are focused on providing every opportunity possible and supporting students in their educational goals. Upon entering as freshmen, all students complete a four year plan which outlines their course sequences over their next four years. These are reviewed and updated as necessary on a yearly basis with their counselor. Student transcripts are reviewed bi-annually for both A-G requirement progress and diploma requirements.

Los Banos High School is proud to have three counselors who work hard to support their students every day. Two counselors came from a university background prior to their serving of LBHS students and thus provide a great bridge and source of information as students prepare for the next step in their education. Starting in the 2013-2014 school year, Los Banos High School facilitated two new events with Critical Need #3 in mind. A College Week was organized in the fall that connected students to various post-secondary opportunities. College Week include various presentations, activities and a college fair that boasted over 20 different representatives from college, universities and technical training school up and down the state. Career Week in the spring took a similar approach but was designed to provide students with a wide array of career options and information. Over 40 vendors were present to talk to students, answer questions and discuss their industry. An increased focus on student support have resulted in positive gains each year in the percentage of students being A-G eligible at the end of their senior year.

Impact on Student Learning

The percentage of students eligible to attend a four year university after high school has increased steadily over the last three years. See the chart below.

Year	On-Track Seniors	Total Seniors
2011-2012	100 (21%)	478

Year	On-Track Seniors	Total Seniors
2012-2013	78 (32%)	241
2013-2014	101 (40%)	251

Los Banos High School is proud of our improvement in this area. However, this does not mean we are content. We recently set a goal of reach 50% of students becoming A-G eligible by the end of their senior year. Staff strongly believe this is a realistic goal and will continue to look for and implement additional programs and supports to accomplish it.

Chapter III: Student/Community Profile – Overall Summary from Analysis of Profile Data and Progress

Provide an overall summary from the analysis of the profile data

- Based on past progress and current data, explain the implications of the data with respect to student performance
- Select two to three critical learner needs based on the data, noting the correlated school wide learner outcomes
- List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study.

1. Implications of the Profile

The analysis of our past progress and current data with respect to student progress has revealed the following implications:

- The truancy rate has been steadily decreasing from 66% in 2011-2012 to 48% in 2012-2013 and last year to 38%.
- The tardy rates have decreased from 3.18% in 2012-2013 to 0.89% last year.
- The graduation rate has been increasing from 93% in 2010-2011 to 94% 2011-2012 and last year 95%.
- The percentage of seniors meeting A-G requirements have been steadily increasing: 21% in 2011-2012, 32% in 2012-2013, and 40% in 2013-2014.
- The percentage of students receiving an F grade at the semester has been decreasing: 9.4% in 2013 Fall Semester vs. 7.6% in 2014 Fall Semester.
- The number of students who pass the CAHSEE ELA in their first session has decreased from 81% to 76%.
- The number of students who pass the CAHSEE Math in their first session has decreased from 80% to 79%.
- The number of students who are ready for college English based on EAP testing have increased from 17% in 2012 to 21% in 2014. However, 63% of our students are still not college ready in English.
- The number of students who are ready for college Mathematics (Algebra 2 and Summative Math) have slightly increased from 5% in 2012 to 7% in 2014. However, 59% of our students are still not college ready in Mathematics.
- Our staff is working diligently to transition to the California Common Core Standards. Our Math and English Departments are implementing the RCD units developed by teams of teachers. All other departments are collaborating on integrating literacy strategies into their instruction and assessments.
- Instructional Rounds Process has been successfully implemented and students and staff are making steady gains on our Problem of Practice.

2. Critical Learner Needs

Based on the findings listed above, Los Banos High School staff has identified the following critical learner needs:

- Increase the number of students who pass CAHSEE ELA and Math in their first session
 - (Align with SLO's: Innovative Critical Thinkers, Effective Communicators, Self-directed Learners, Responsible Students)

- Increase the percentage of students leaving Los Banos High School college-ready as indicated by EAP test scores in English and Math through awareness campaigns, test preparation and focused instruction.
 - (Align with SLO's: Innovative Critical Thinkers, Effective Communicators, Technologically Skilled Individuals, Global Minded Citizens)

- Continue to improve implementation of California Common Core State Standards (CCSS) instruction in ELA and Math using RCD units, assessments, and performance tasks
 - (Align with SLO's: Innovative Critical Thinkers, Effective Communicators, Technologically Skilled Individuals, Global Minded Citizens)

- Implement CCSS in Literacy in a systematic way across all departments through integrating them into instruction, assessment, and performance.
 - (Align with SLO's: Innovative Critical Thinkers, Effective Communicators, Technologically Skilled Individuals, Global Minded Citizens)

- Continue to improve student participation, expand CTE program offerings and increase the number of CTE completers in CTE Pathways and vocational programs to better prepare students for career readiness.
 - (Align with SLO's: Innovative Critical Thinkers, Effective Communicators, Technologically Skilled Individuals)

3. Important Questions

The analysis of student performance, demographic, and perception data, and the progress data has raised some important questions:

- How can we better support and prepare our students for CAHSEE ELA and Math?
- How can we prepare our students for CCSS and Smarter Balanced Assessments?
- How can we support our staff in transitioning to CCSS and Smarter Balanced Assessments?
- How can we expand our CTE program offerings and improve student participation and performance in CTE Pathways and vocational programs?
- How can we continue to increase the number of students who are college and career ready?
- How do we support both staff and students to prepare for the EAP exam embedded in CAASPP assessments?

Chapter IV: Self-Study Findings

For each criterion, respond to the indicators and related prompts for each criterion and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.

For each category, provide the following: (1) the identification of strengths and (2) the identification of prioritized growth areas.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources**
- B. Standards-based Student Learning: Curriculum**
- C. Standards-based Student Learning: Instruction**
- D. Standards-based Student Learning: Assessment and Accountability**
- E. School Culture and Support for Student Personal and Academic Growth**

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities), and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Focused programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

Focus Group Leaders: Veli Gurgen – Assistant Principal
 Monica Magana – Teacher, English Department

Focus Group Members

Department

Andrew Maik	Special Education
Christie Torres	Clerical
Gary Price	Custodian
Heather Cozzi	Special Education
Jennifer Dutra	Physical Education
Jeremy Siemiller	Math
Jimmy Orr	Business
John Noia	Foreign Language
Barry Reardon	Social Studies
Luisa Fausset	Instructional Aide
Michelle Houck	English
Monica Castro	Clerical
Lisa Pritsch	Science
Randy Ware	Security
Ray Tugman	Science
Stephanie Austin	ROP
Stuart McCullough	Agriculture
Tom Faria	Music
Devin Bowen	Science
Dennis Rabbie	Special Education
Lisa Dobbs	Behavioral Support Aide
Robin Deges	Cafeteria
Doris Williams	Cafeteria
Lacie Stevenson	Music Accompanist

A1. Organization Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school’s purpose is defined further by school wide learner outcomes and the academic standards.

Indicators with Prompts

Vision - Mission - School wide Learner Outcomes - Profile

Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Prompt: *Evaluate the degree to which the development of the school’s statements has been impacted by pertinent student/community profile data, identified future global competencies, and current educational research.*

Findings	Supporting Evidence
<p>Los Banos High School serves a population of diverse ethnicities, languages, and cultures. Based on this understanding, our vision statement is a multi faceted and comprehensive summary of our expectations for students.</p> <p>The Vision Statement recognizes the need for a holistic approach to student development including academic, social and personal needs. Our vision statement recognizes the importance of strong familial and community relationships to prepare young people to be responsible and contributing citizens. Los Banos High School also works to reflect the many positive strengths of its community and maintain a mutual relationship between students, teachers, and parents.</p> <p>Current educational research emphasizes the importance of building relationships with student to improve instruction. At Los Banos High school, teachers and administration have created an educational program which strives to address the academic, social, and personal needs of each student. All staff at LBHS encourage students to grow and meet their personal potential as academic minded and responsible adults. Through the positive school environment offered at LBHS, students engage in self-promotion and learn to be well-rounded individuals. This positive environment is created and maintained with frequent and open engagement of communication with student, parents and staff.</p> <p>Our staff frequently engage in open communication with parents and students. Bilingual support staff are available in every office, with additional bilingual staff available if needed.</p>	<p>LBHS Mission Statement</p> <p>LBHS Vision Statement</p> <p>Leadership Meeting Agendas</p> <p>Posters of Mission and Vision Statements</p> <p>School Wide Learner Outcomes Posters</p>

A multitude of programs, trainings and parent group meetings occur throughout the school year during the day and evenings to afford family and community members an opportunity to remain up to date and involved in student and campus activities.

Knowing that our students will be competing in a global economy, our vision statement promotes the multilingual, multicultural and multitasking nature of the world. We strive to prepare our students for the demands and the challenges of a global environment through emphasis on learning a second language, promoting cultural awareness, and integrating instruction with technology.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Indicator: The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission, and school wide learner outcomes are effective.

Prompt: *Evaluate the effectiveness of the processes.*

Findings	Supporting Evidence
<p>The mission and vision statements of Los Banos High School were reviewed and revised in 2010 by a joint effort of all stake-holders. Initial draft was written during a staff meeting as a collaborative effort after analyzing the needs of our students and community. It was reviewed by all staff members through email to ensure approval. The finalized version was brought to the School Site Council for review. Once approved, it was posted on the school’s website for a wider audience. It has been printed on Course Catalogues and Student Planners both of which are reviewed by various stakeholders annually. Our School wide Learning Outcomes are based on the traditional mascot and unifying slogan TIGERS. They are a combination of the previous Expected Schoolwide Learning Results (ESLRs) and the changing needs of our students and community. In 2013, as part of our efforts to transition to the Common Core Standards and integrating the 21st Century Learning Skills, the leadership team decided to transform the ESLRs to SLOs by suggesting two changes: making an acrostic statement to incorporate our traditional slogan, and integrating technology skills, communication skills, and global mindedness. The proposed SLOs were emailed to the staff for review and discussed at PLC meetings. The finalized version was reviewed by the School Site Council and posted on the school website for a wider audience. It also has been printed in the new student planners, the courses catalogues, and posted in every office and classroom.</p>	<p>Los Banos High School Mission and Vision Statements</p> <p>School Site Council Meeting Agendas</p> <p>School Wide Learner Outcomes Posters</p> <p>School Website</p> <p>Course Catalogues</p> <p>Student Planners</p> <p>Leadership Meeting Agendas</p> <p>Department Meeting Agendas</p>

Understanding of Vision, Mission, and School wide Learner Outcomes

Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the school wide learner outcomes.

Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and school wide learner outcomes.*

Findings	Supporting Evidence
<p>School’s vision, mission, and SLO statements are a part of our communication with all stakeholders. They are annually reviewed by the School Site Council and the Leadership Team. They are included in Course Catalogues and Student Planners. They are posted in every office and classroom. They set the norm during decision making processes. Teachers are encouraged to refer to them during their conversation with student as the framework for all our efforts. Students are explained that the SLOs define what it mean to be TIGER. Teachers and administration refer to them and explain them during parent meetings.</p>	<p>LBHS Vision Statement</p> <p>LBHS Mission Statement</p> <p>School Site Council Meeting Agendas</p> <p>School Wide Learner Outcomes Posters</p> <p>Course Catalogues</p> <p>Student Planners</p>

Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission, and the school wide learner outcomes based on student needs, global, national, and local needs, and community conditions.

Prompt: *Evaluate the effectiveness of the process for revising these statements with wide involvement.*

Findings	Supporting Evidence
<p>These statements are revised annually by the Leadership Team and the School Site Council and changes are proposed based on the changing student, national, and global needs. The most recent change has been transitioning from ESLRs to SLOs based on the changes brought by the Common Core Standards and the emphasis on communication and technology in a global environment. “Global minded citizens” was proposed as an outcome to a set that already included “technology skilled” and “effective communicators.”</p> <p>We are continuing to collect feedback on the SLOs not only</p>	<p>Leadership Meeting Agendas</p> <p>School Site Council Meeting Agendas</p> <p>School Website</p> <p>Staff Meeting Agendas</p>

through our staff and parents, but also our students. Teachers are encouraged to use them in their conversations with students and receive their feedback. Posters outlining the SLOs have been posted in every room and office to remind our staff and students of the outcomes we are working towards every day.

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Los Banos High School faculty is committed to continuously implement the school’s vision, mission, and SLOs. These statements are posted in every office and classroom and are expected to be integrated into our conversations and instruction. The statements are also reviewed annually in Leadership meetings and School Site Council meetings.</p>	<ul style="list-style-type: none"> ● LBHS Mission and Vision Statements ● School Wide Learner Outcomes ● Leadership Meeting Agendas ● School Site Council Meeting Agendas ● School Website ● Staff Meeting Agendas ● Student Planners ● Course Catalogues

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Los Banos High School’s mission, vision, and school wide learner outcomes support our school’s ability to address all of our critical learner needs.</p> <p>We prepare our students to be college and career ready critical thinkers, technologically skilled individuals, global minded citizens, effective communicators, responsible citizens, and self-directed learners. Our goals align with assisting our students with passing the CAHSEE and EAP, preparing for Common Core State Standards and next generation assessments, and graduating with college and career readiness.</p>	<p>LBHS Mission Statement</p> <p>LBHS Vision Statement</p> <p>LBHS School Wide Learner Outcomes</p>

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the school wide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single school wide action plan and its relationship to the Local Educational Agency (LEA) plan.

Indicators with Prompts

Governing Board

Indicator: The policies and procedures are clear regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: *Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.*

Findings	Supporting Evidence
<p>Currently, Los Banos High School’s governing board consists of Leadership Team, School Site Council, English Learners Advisory Committee, Curriculum Council, Discipline Committee, Safety Committee, Professional Learning Communities (PLC) and the Associated Student Body Council.</p>	<p>Leadership Team Meeting Agendas</p> <p>School Site Council Meeting Agendas</p>
<p>The Leadership Team is compromised of all department chairs and the administration. The meetings are held on the third Thursday of each month. Throughout the year, the agenda items vary including instructional practices, budget, testing, master schedule, district updates, SARC, SPSA, and recently LCAP.</p>	<p>ELAC Meeting Agendas</p> <p>School Safety Meeting Agendas</p> <p>LCAP and SPSA Plans</p>
<p>School Site Council meets every month and collaborate with the principal to develop, review, and evaluate the programs and the budget. Parents are notified through a phone call and invited to attend. Child care and translation services are also provided. All staff members are also invited through email.</p>	<p>Curriculum Council Meeting Agendas</p> <p>PLC Meeting Agendas</p>
<p>English Learners Advisory Committee is open the parents of all English Learners and meets once a month to develop, review, and evaluate the services offered to English Learners. Parents are notified by phone calls and letters. This year, we have arranged an adult ESL class to take place right before the ELAC meetings to promote attendance. As scheduling allows, we also hold our SSC meetings after ELAC to encourage the parents to attend. ELAC parents</p>	<p>CIP Binders</p> <p>ASB Meeting Agendas</p> <p>Los Banos Unified School Board Meeting Agendas</p>

<p>elect a president, secretary, and a DELAC representative who attends the District English Learners Advisory Committee meetings.</p> <p>The LBUSD Curriculum Council is comprised of administrative representatives and instructors. The council reviews and approves new curriculum, and establishes continuity in textbook adoption, curriculum, and instruction. LBHS site administration implements board policy, directly and as related to departments through department chairs, implements and supervises school programs, articulates the instructional vision for the school, and allocates resources.</p> <p>Safety and Discipline Committees meet once a year to review, develop, and evaluate the discipline policy as well as the safety procedures. All stakeholders are invited either through email or letters. The recommendations are brought to the SSC for final approval.</p> <p>Professional Learning Communities are comprised of department members. Each department meet for PLC meetings which are held after school on Wednesdays. PLC Wednesdays are shorter school days when students leave at 1:17 pm and the PLC meetings are from 1:25 pm to 2:55 pm.</p> <p>Associated Student Body (ASB) meets every Tuesday as the whole body and on Thursdays as the cabinet members.</p> <p>All the governing boards mentioned above work under the leadership and the direction of the Los Banos School Board whose policies and procedures are aligned with School Wide Learner Outcomes.</p> <p>Our findings show that the School Board policies are initiated and supported by the District Office staff and further implemented by leadership at Los Banos High School. It starts with hiring credentialed and qualified staff and continues with the training of its leadership staff and ongoing professional development opportunities for all staff.</p> <p>The School Board's policies and procedures align with the Local Education Agency Plan and the LBHS Single Plan for Student Achievement. District and site administration enjoy a positive, interactive relationship which allows open communication supports adjustments to policy and procedures (formal or informal) an ongoing activity.</p>	<p>Single Plan for Student Achievement</p>
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Relationship of Governance to Vision, Mission, and School wide Learner Outcomes

Indicator: The governing board’s policies are directly connected to the school’s vision, mission, and school wide learner outcomes.

Prompt: *Evaluate the adequacy of the policies to support the school’s vision, mission, and school wide learner outcomes through its programs and operations.*

Findings	Supporting Evidence
<p>All of the governing boards create policies that support the school’s vision, mission, and school wide learner outcomes. The governing board, district administration, and high school administration formulate the budget for the coming year, curriculum alignment to state standards, and categorical programs through the Single Plan for Student Achievement (SPSA) and LCAP. After the school sites and district office give their input on what programs they wish to develop, the governing board reviews the recommendations and provides feedback based on recommendations of district staff.</p>	<p>LBHS Mission Statement</p> <p>LBHS Vision Statement</p> <p>School Site Council Meetings</p> <p>Single Plan for Student Achievement</p>
<p>Within the past few years, a renewed emphasis from the board has resulted in approval for new textbooks based on California Common Core Standards in English Language Arts and Math.</p>	<p>Local Control and Accountability Plan</p>
<p>The board also has approved the purchase of updated textbooks for AP European History and AP Language and Literature Classes. Based on the requirements of the next generation assessments, the board also approved campus wide Wi-Fi and mobile Chromebook and Ipad carts.</p>	<p>Leadership Team Meetings</p> <p>Departmental PLC Meetings</p>
<p>To further support our SLOs and mission, the governing board has initiated the Rigorous Design Process (RCD) to create units based on performance tasks. In addition, the board authorized the purchase and piloting of a learning management system titled “BrainHoney.” Each of the components noted above demonstrate a district to site emphasis on the SLOs.</p>	<p>Staff Meetings</p> <p>ELAC Meetings</p> <p>RCD Unit Plans</p>
<p>The Los Banos High School Mission Statement is fully supported and enhanced by the School Wide Learner Outcomes and is implemented through a curriculum that is based on the California academic standards and a multi faceted campus context. These are fully supported by the governing board and through the district administration.</p>	<p>School Wide Learner Outcomes</p>

Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CI PA policies, and policies to ensure Internet safety.*

Findings	Supporting Evidence
<p>The Los Banos Unified School District has policies that follow state and federal laws to ensure Internet safety and acceptable use. Families are informed about these policies at the beginning of each school year by receiving a handbook. They are given the opportunity to limit their child’s computer and Internet use at any point during the year.</p> <p>LBUSD also had policies in place for upgrading, purchasing, discarding, or recycling devices.</p> <p>In terms of online curriculum, LBHS offers an Online Course Program during one period a day. Students are selected by counselors based on their needs and the courses are offered by Aventa, an online course publisher.</p> <p>For the first time this year, LBHS has decided to offer online classes in Game Design, Web Design, and Computer Science in conjunction with Edmentum, an online course publisher. Students have balloted for these classes this year and they will be taking them next year. Students will have access to course at school during one period and also at home if needed.</p> <p>LBHS also purchased Chromebooks as class sets for five teachers to be used during the piloting of BrainHoney, a learning management system. Students access their assignments and assessments in one digital platform at school and at home. In addition, LBUSD has partnered with Google to offer Google Apps for Education to each student in the district.</p>	<p>Counselor Meetings</p> <p>LBUSD Board Policies</p> <p>Acceptable Computer and Internet Use Policy</p>

Understanding the Role of the Governing Board

Indicator: The school and business community understands the governing board’s role, including how parents can participate in the school’s governance.

Prompt: *Evaluate the ways the school community and parents are informed as to how they can participate in the school’s governance.*

Findings	Supporting Evidence
<p>LBUSD School Board meetings are open to the public and are also available live on cable TV provider.</p> <p>In terms of LBHS School Site Council and ELAC meetings, all parents receive an automated phone call informing them about the time, the date, and the location of the meetings.</p>	<p>Los Banos Unified School Board Meetings</p> <p>School Site Council Meetings</p>

<p>They are also informed that child care is provided.</p> <p>The SSC and ELAC opportunities are also promoted during Back to School Night, Freshmen Orientation, College Info Night, Academic Block Awards Night, and AP Information Night.</p>	<p>ELAC Meetings</p> <p>Back to School Night</p> <p>Freshmen Orientation</p> <p>College Information Night</p> <p>Academic Block Awards Night</p> <p>AP Information Night</p>
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Governing Board’s Involvement in the Review and Refinement

Indicator: The governing board is involved in the regular review and refinement of the school’s vision, mission, and school wide learner outcomes.

Prompt: *Evaluate the processes for involving the governing board in the regular review and refinement of the school’s vision, mission, and school wide learner outcomes.*

Findings	Supporting Evidence
<p>The Leadership Team, SSC, and ELAC routinely reviews and refines Los Banos High School’s alignment with SLOs and achievement of California state standards through varied means. Data is presented and reviewed departmental PLC meetings, District Advisory Committee, ELAC/DELAC and the School Site Council. Routine reviews of summary data of student achievement (common assessments, CAHSEE scores, CELDT scores, SAT scores, AP scores, etc) occur as well. This information is also reported to the community on the annual SARC (School Accountability Report Card). Yearly, the Single Plan for Student Achievement adjustments are made as the data determines differing needs.</p>	<p>Leadership Meetings</p> <p>ELAC Meetings</p> <p>School Wide Learner Outcomes</p> <p>Departmental PLC Meetings</p> <p>Staff Meetings</p>
<p>The LEA Plan is reviewed and modified through the District Advisory Committee (DAC). DAC membership involves administrative and parental representation from each of the school sites. The meetings occur regularly throughout the year with identified sections of the LEA Plan pre-read, reviewed at the meeting, and suggestions for modifications are discussed and received. As with each site’s Single Plan for Student Achievement, the LEA Plan is reviewed and adjusted, as necessary, annually. The alignment of Single Plan for Student Achievement documents and the LEA Plan is an ongoing process.</p>	<p>School Accountability Report Card</p> <p>District Advisory Committee Meetings</p> <p>School Site Council Meetings</p> <p>Single Plan for Student Achievement</p>

Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Prompt: *Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

Findings	Supporting Evidence
Professional staff supports the policies determined by the governing board. Each committee and board has bylaws and procedures to ensure transparency. All staff, students, and parents are encouraged to attend for representation. Agendas and minutes for the meetings are either posted publicly or available upon request.	School Site Council Meetings Staff Meetings Departmental PLC Meetings

Board’s Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

Prompt: *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board.*

Findings	Supporting Evidence
LBUSD Board Meetings are public and agendas and minutes are available publicly available on the district’s website. LBHS School Site Meetings are open to all LBHS parents, staff, students, and LBUSD board members. The meetings are held based on the Robert’s Rules of Order. The results of the evaluation and monitoring of the schools mission, vision, and SLOs are published in School Accountability Report Card (SARC), Single Plan for Student Achievement (SPSA), and Local Control and Accountability Plan (LCAP) which are all posted at the district’s and the school’s websites.	Los Banos Unified School Board Meetings LBHS School Site Meetings School Accountability Report Card Local Control and Accountability Formula

Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s stakeholders are effective.

Prompt: *Comment on the effectiveness of the established governing board/school’s complaint and conflict resolution procedures.*

Findings	Supporting Evidence
<p>Williams Complaint Notice is posted in every classroom and office as well the district’s website.</p> <p>Grievance procedures are explained in certificated and classified union contracts which are also posted on the district’s website.</p> <p>Both LBHS SSC and LBUSD School Board meetings have forums for public input.</p> <p>Teachers are also provided their job description and an explanation of the evaluation process every year during Stull Bill meetings.</p> <p>LBHS has forms that explain the complaint procedure for parents available for in the main office.</p> <p>Also, statement forms are available for students to voice their complaints. In addition, there is also an anonymous tip line where parents as well as student can express complaints and provide tips.</p>	<p>Williams Complaint Notice Posters</p> <p>Uniform Complaint Policy</p> <p>Certificated and Classified Bargaining Agreements</p> <p>LBHS School Site Council Meetings</p> <p>LBUSD Board Meetings</p> <p>Stull Bill Meetings</p>

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>The governing board, councils, and committees have policies and bylaws that are aligned with the school’s purpose and support the achievement of the school wide learner outcomes and academic standards based on data-driven instructional decisions for the school. They delegate implementation of these policies to the professional staff; and monitor results regularly and approve the single school wide action plan and its relationship to the Local Educational Agency (LEA) plan.</p>	<p>School Wide Learner Outcomes</p> <p>LBHS School Site Council Meetings</p> <p>Departmental PLC Meetings</p> <p>SPSA</p> <p>Local Control and Accountability Formula</p>

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Los Banos Unified School Board works closely with all stakeholders to provide high-quality education to all students. The academic goals of LBUSD Board are :</p> <ul style="list-style-type: none"> ● Promote the educational success of all students by closing the achievement gap between groups of students by using best practices to attain proficiency or better by all students in reading and mathematics ● All students will graduate from high school having completed a clear pathway of A-G requirements and ready to enter a four-year university or have completed a vocational pathway and are ready to enter a technical school or the workforce. ● Create and sustain inspirational learning environments that are safe, drug-free, and conducive to learning by providing tools and strategies that include best practices and the effective integration of technology into classrooms. <p>These goals support Los Banos High School's critical areas in increasing the number of students passing the CAHSEE and EAP tests and implementing California Common Core State Standards to prepare our student for college and career readiness.</p>	<p>Los Banos Unified School Board Goals</p> <p>Los Banos High School Mission and Vision Statements</p> <p>LBHS School Wide Learner Outcomes</p>

A3. Leadership and Staff Criterion

Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the school wide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single school wide action plan based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

Indicator: The school’s planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, parents, and business community.

Prompt: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.*

Findings	Supporting Evidence
<p>LBUSD has always emphasized the importance of organizing a collaborative, broad-based effort for making decisions and initiating activities for student learning. During 2012-2103 school year, LBUSD partnered with The Leadership and Learning Center to begin the process of preparing our students and teachers for the Common Core Standards and the next generation assessments. Rather than purchasing a curriculum and directing the staff to implement it, LBUSD decided to have our teachers collaboratively create the next generation units. Based in our firm belief that teachers are the agents of change, LBUSD organized grade level teams consisted of teachers who volunteered to undertake this task. These teachers were trained in Rigorous Curriculum Design by The Leadership and Learning Center and they began to create unit frameworks during fall 2012. These units were posted on the web for all other district teachers’ review and input. During spring of 2013, teachers were provided opportunities during PLC meetings to review the unit plans and provide feedback in person. Teachers began piloting the unit frameworks starting in 2013-2014 school year and continued sending their feedback to the RCD teams. The teams have been incorporating these changes into the unit frameworks and publishing the updated version on the web for review.</p> <p>Also, during 2012-2013 school year. LBUSD hosted an informational meeting to inform the community about the transition to the Common Core Standards and the next generation assessments. Links to the new unit frameworks were also shared with the parents for their input.</p>	<p>RCD Unit Design Teams</p> <p>Departmental PLC Meetings</p> <p>Leadership Team Meetings</p> <p>Staff Meetings</p> <p>Curriculum Council Meetings</p> <p>District Advisory Council Meetings</p>

Our organizational structure is designed to collect broad-based support and input for decision making related to student learning. Professional Learning Communities of teachers, ELAC, Safety and Discipline Committees, DELAC, DAC, School Site Council, and Curriculum Council all look at data and analyze the needs of our students with participation from all stake-holders. The input is discussed and reviewed during Leadership Team meetings and approved by the SSC. It is then brought to the LBUSD school board for final review and approval.

School Plan Correlated to Student Learning

Indicator: The school’s Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; school wide learner outcomes; and academic, college, and career standards.

Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and career readiness needs, school wide learner outcomes, and academic and career readiness standards are incorporated into the plan and impact the development, implementation, and monitoring of the plan?*

Findings	Supporting Evidence
<p>The methodology that LBHS followed in creating our SPSA ensured that it is correlated with the needs of our students. This was a collaborative effort that included the participation of our Leadership Team, ELAC, and School Site Council. Feedback from all stakeholders were collected through these meetings and our SPSA is continually posted on our website for review. The first step was identifying and analyzing our current educational practices. We reviewed our curriculum, resources, mission, vision, services, assessments, staffing, and budget through the lens of student data and testing. As a result we identified three goals. For each goal, we determined the necessary resources, the timeline, and the accountability system. This plan was then shared with ELAC and approved by SSC. During 2012-2013 school year, SPSA goals were merged with WASC recommendations to unify our course of action.</p> <p>Currently we are reviewing the SPSA for transition to the Common Core Standards and the LCAP.</p>	<p>Single Plan for Student Achievement</p> <p>School Site Council Meetings</p> <p>ELAC Meetings</p> <p>Local Control and Accountability Plan</p>

Correlation between All Resources, School wide Learner Outcomes, and Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the Single Plan for Student Achievement.

Prompt: *Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the Single Plan for Student Achievement.*

Findings	Supporting Evidence
<p>Los Banos High School Single Plan for Student Achievement is the result of a collaborative effort. Site monitoring of the plan and the allocations happen throughout the year based on the criteria outlined on the plan. SPSA outlines the descriptions of specific actions to improve educational practice, implementers, timeline, related expenditures, estimated cost, and funding source. Besides reviewing the plan annually with the Leadership Team and the School Site Council, LBHS also posts it on the website to be viewed by all stake-holders.</p>	<p>Single Plan for Student Achievement</p> <p>Leadership Team Meetings</p> <p>School Site Council Meetings</p> <p>School Website</p>

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Los Banos High School has a Single Plan for Student Achievement which was prepared through a data-driven collaborative effort to meet the needs of our students for both college and career readiness. This plan is also reviewed annually by all stakeholders through Leadership and School Site Council meetings for monitoring the accomplishments of the goals and allocation of the resources. Currently, it is being reviewed for LCAP and Common Core Standards.</p>	<p>Single Plan for Student Achievement</p> <p>School Site Council Meetings</p> <p>Leadership Team Meetings</p>

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Los Banos High School Single Plan for Student Achievement addresses the critical learning needs identified by our staff. Our critical learner needs are based on actions we need to take for our students to reach LBHS school wide learning outcomes. Therefore, our SPSA emphasizes preparing our students for college and career readiness by emphasizing technology, communication, and critical thinking skills.</p>	<p>Single Plan for Student Achievement</p> <p>School Wide Learner Outcomes</p>

A4. Leadership and Staff Criterion

A qualified staff facilitates achievement of the academic, college, and career readiness standards and the school wide learner outcomes through a system of preparation, induction, and ongoing professional development.

Indicators with Prompts

Employment Policies and Practices

Indicator: The school has clear employment policies and practices related to qualification requirements of staff.

Prompt: *Evaluate the clarity of employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.*

Findings	Supporting Evidence
<p>Los Banos High School follows and implements hiring policies and practices established by LBUSD School Board policies and carried out by LBUSD Human Resources Department. Teachers are accurately placed in their assignments based on their credentials. LBUSD Human Resources Department periodically monitors the credential renewal status of current employees and remind them to take action when necessary. Potential teachers are selected based on their strengths and qualifications. LBUSD also offers Beginning Teacher Support and Assessment (BTSA) induction program for free of charge to all employees who need to participate to clear their credential.</p> <p>Our teacher in charge of the Online Course Program (OCP) program has been trained through the course publisher Aventa, Inc which also provides continuing support when the teacher has any concerns and/or questions.</p>	<p>LBUSD Board Policies</p> <p>Beginning Teacher Support and Assessment Program</p> <p>Online Course Program</p>

Qualifications of Staff

Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified based on staff background, training, and preparation are qualified for their responsibilities.*

Findings	Supporting Evidence
<p>LBUSD Human Resources Department ensures that all teachers possess the necessary credentials and the qualifications during the hiring process.</p>	<p>LBUSD Board Policies</p>

<p>Teachers who are in Professional Internship Preliminary (PIP) and Professional Internship (PI) are monitored for their completion of the programs in order to continue employment. LBUSD also offers Beginning Teacher Support and Assessment (BTSA) induction program to assist new teachers with preliminary credentials. All teachers also have received CLAD or equivalent certification.</p> <p>Teachers are selected and placed in their assignments based on credentialing, experience, and qualifications.</p>	<p>Beginning Teacher Support and Assessment Program</p>
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Maximum Use of Staff Expertise

Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared or their responsibilities, including any type of online instruction.*

Findings	Supporting Evidence
<p>Los Banos High School assigns staff members based on their credentialing, experience, and training to maximize their impact on student learning. LBHS also provides professional development opportunities both in-house and through professional organizations.</p> <p>During the recent years, our teachers have received training in Rigor and Relevance from International Center for Leadership in Education and Common Core Standards through The Leadership and Learning Center. These were a part of a district-wide professional development series.</p> <p>Last year, our teachers were also trained in Google Apps as a part of a site-based professional development initiative.</p> <p>New teachers are given an in-house professional development seminar in classroom management, attendance and discipline policies, and using the ABI gradebook application.</p> <p>All staff is given a yearly refresher seminar on district and school policies. In addition, they meet with an assigned administrator to talk about their job responsibilities and professional goals for the year during the Stull Bill process.</p> <p>Select Math and English teachers also have been trained in Rigorous Curriculum Development and Common Core Standards Implementation as master teachers through The Leadership and Learning Center. These teachers assist their departments in the implementation of Common Core based unit frameworks.</p> <p>Another group of teachers who have been selected to pilot a</p>	<p>LBUSD Board Policies</p> <p>Professional Development through ICLE</p> <p>Professional Development through Leadership and Learning Center</p> <p>Professional Development in Google Apps</p> <p>New Teacher Orientation</p> <p>Staff Orientation</p> <p>Stull Bill Meetings</p> <p>Professional Development in Common Core Standards</p>

<p>learning management system titled BrainHoney using Chromebooks in their classrooms also have been trained by Houghton Mifflin Harcourt.</p> <p>Advanced Placement (AP) teachers participate in professional development training on a yearly basis through programs offered by the College Board.</p> <p>Online Course Program (OCP) teacher is trained by the course publisher Aventa.</p> <p>Also, teacher are encouraged to complete professional development hours through conferences and universities and submit their units for advancement on the salary schedule.</p>	<p>AP Conferences</p>
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Defining and Understanding Practices/Relationships

Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: *Evaluate the administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>Each year, teachers are provided an updated electronic copy of our staff handbook that provides information on school policies, operational practices, and decision-making processes.</p> <p>In addition, staff is provided an organizational phone list that also outlines the job titles of staff members. They are also provided electronic copies of emergency procedures and a calendar of drills.</p> <p>Pacing calendars are hosted on the schools website and also available through the department chairs. Each year, administration collects updated pacing calendars and keeps a copy as a record.</p> <p>Also, on a yearly basis, administration and staff meet for Stull Bill meetings during which they go over evaluation procedures, job responsibilities, and professional goals.</p>	<p>Staff Handbook</p> <p>Emergency Procedures</p> <p>Pacing Calendars</p> <p>Stull Bill Meetings</p>

Internal Communication and Planning

Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

Prompt: *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	Supporting Evidence
<p>The majority of our internal communication and planning takes place through email. Each staff member is provided a district email to use for professional needs. Administration also utilizes the same email network to communicate and plan events. All staff members sign an Acceptable Computer and Internet Use Policy which outlines the behavior and communication norms.</p> <p>Also, employees sign and Workplace Harassment Policy that informs them concerning the acceptable behavior at the work place.</p> <p>Employee differences and complaints are received by the administration and handled in conjunction with the LBUSD Human Resources Department.</p> <p>Employee and employer conflicts are handled cooperatively by the administration, LBUSD HR Department, and Los Banos Teachers Association (LBTA) or California School Employees Association (CSEA).</p>	<p>Acceptable Computer and Internet Use Policy and Agreement</p> <p>Workplace Harassment Policy</p> <p>Uniform Complaint Process</p> <p>Los Banos Teachers Association Bargaining Agreement</p> <p>California School Employees Association Bargaining Agreement</p>

Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

Findings	Supporting Evidence
<p>Los Banos High School encourages and involves staff in evaluating student learning throughout all programs. On a yearly basis, student achievement data is shared with staff members to start a conversation on identifying trends of growth and needs.</p> <p>Departments are involved in Continuous Improvement</p>	<p>CIP Binders</p>

Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

Findings	Supporting Evidence
The Leadership Team and the Administrative Team review various types of data including standardized test scores, common benchmark scores, grades, attendance and discipline reports to identify patterns and review the SPSA on a yearly basis.	Leadership and Administrative Team Agendas

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Los Banos High School selectively assigns qualified staff to each responsibility to maximize the impact on student learning while providing continuous support to staff members through an induction programs as well as professional development. Staff member are provided with yearly updates on policies and procedures. Our staff is also an essential part of the monitoring student learning as they participate in Continuous Improvement Process and Instructional Rounds.	LBUSD Board Policies BTSA Professional Development Staff Orientation PLC, Leadership, and SSC Meetings

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
In order to address our critical learner needs of our school most effectively, Los Banos High School hires and supports highly qualified teachers. We also monitor our students’ progress towards the critical learner needs by analyzing assessments and grades. Teachers use this data to make instructional decisions and counselors use this data for placement and academic support.	LBUSD Board Policies PLC Meetings Transcript Reviews

A5. Leadership and Staff Criterion

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

Indicators with Prompts

Support of Professional Development

Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the school wide learner outcomes.

Prompt: *How effective is the support of professional development/learning? Provide evidence and examples.*

Findings	Supporting Evidence
<p>During the recent years, our teachers have received training in Rigor and Relevance from International Center for Leadership in Education and Common Core Standards through The Leadership and Learning Center. These were a part of a district-wide professional development series.</p> <p>Last year, our teachers were also trained in Google Apps as a part of a site-based professional development initiative.</p> <p>New teachers are given an in-house professional development seminar in classroom management, attendance and discipline policies, and using the ABI gradebook application.</p> <p>Select Math and English teachers also have been trained in Rigorous Curriculum Development and Common Core Standards Implementation as master teachers through The Leadership and Learning Center. These teachers assist their departments in the implementation of Common Core based unit frameworks.</p> <p>Another group of teachers who have been selected to pilot a learning management system titled BrainHoney using Chromebooks in their classrooms also have been trained by Houghton Mifflin Harcourt.</p> <p>Advanced Placement (AP) teachers participate in professional development training on a yearly basis through programs offered by the College Board.</p> <p>Also, teacher are encouraged to complete professional development hours through conferences and universities and submit their units for advancement on the salary schedule.</p>	<p>Professional Development by International Center for Leadership in Education</p> <p>Professional Development by the Leadership and Learning Center</p> <p>New Staff Orientation</p> <p>Google Apps Training</p> <p>AP Teachers Conferences</p>

Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Prompt: *How effective are the school’s supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>Los Banos High School has established an ongoing supervision and evaluation process that is based on coaching and mentoring. Each year administrators are assigned a number of staff members to supervise and evaluate. The process begins with an administrator meeting with a teacher during early September to go over the evaluation process, job responsibilities and professional goals. The teacher brings a document that outlines the instructional goals and syllabi for each class they teach. During the meeting, the dates for the formal evaluation are also established. Based on the number of years in the district, a teacher will either have two, one, or none formal evaluations in a given year. The teacher and the administrator will meet before the observation to go over the lesson plan and after the observation to go over the observation notes. The administrator writes a final evaluation at the end of the school year.</p> <p>Besides the formal evaluation, the administrative team conducts multiple short classroom visits throughout the year. Each visit lasts 10 or 15 minutes and provides the teacher and the administrator a quick snapshot of the instructional strategies used in the classroom. Teachers are promptly provided feedback regarding the visit.</p>	<p>Stull Bill Meetings</p> <p>Pre-Observation Meetings</p> <p>Post-Observation Meetings</p> <p>Administration Walkthroughs</p>

Additional Online Instruction Prompt: *How effective is the school’s supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
<p>Teachers who utilize online instruction are also a part of the same evaluation procedure outlined above.</p>	<p>Online Course Program</p>

Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

Prompt: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.*

Findings	Supporting Evidence
<p>The best indicator of the effectiveness of professional development, coaching, and mentoring is the effect they have on student achievement. Therefore, the Leadership and the Administrative team as well as all the teachers continually analyze the trends in standardized testing results, common benchmark results and grades.</p> <p>Instructional rounds and administrative walk-throughs are also opportunities to observe the extend to which strategies from professional development series have permeated into the classroom.</p> <p>In addition, staff is asked to provide feedback on the effectiveness of professional development through anonymous surveys.</p>	<p>PLC Meetings</p> <p>Class Observations</p> <p>Staff Surveys</p>

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Los Banos High School in conjunction with Los Banos Unified School District offers professional development opportunities based on student needs and effective instructional practices. The effectiveness of the professional development is measured by improvement in student achievement and the extend of classroom implementation observed in instructional rounds and admin walk-throughs.</p>	<p>Professional Development Opportunities</p> <p>Teacher Evaluation Process</p>

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Professional development programs offered to Los Banos High School Staff are aimed that equipping our teachers with effective instructional strategies to address critical learner needs.</p>	<p>Google Apps Training</p> <p>Common Core State Standards Training</p>

A6. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

Indicators with Prompts

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school’s vision, mission, and student achievement of the school wide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: *To what extent are resources allocated to meet the school’s vision, mission, and student achievement of the critical learner needs, the school wide learner outcomes, the academic standards, and the college- and career-readiness standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>Los Banos High School is committed to involve all staff in the decisions related to allocation of the resources. The administration and the leadership team review the budget allocations yearly and receive updates from the principal periodically. All spending decisions are judged based on their impact on student learning and site mission. As we move towards Local Control and Accountability Plan (LCAP), we are involving all stakeholders in a needs analysis process. We have collected feedback from School Site Council and English Learners Advisory Committee. We are in the process of collaborating with the Leadership Team for staff input. As a result, we are updating our SPSA to reflect our new goals and action plan.</p> <p>The commitment to allocating resources based on the needs of our students has sparked recent proposals both from the staff and the administration. In order to help our students in their transition to 21st century learning, we have purchased seven class sets of Chromebooks and are planning to buy eight more sets for next year.</p> <p>These class sets are used in delivering supplemental content and instruction through a learning management system which provides our student the platform to participate in engaging digital activities.</p> <p>We also have updated our Math and English textbooks by purchasing Common Core Standards based editions. We</p>	<p>School Site Council Meetings</p> <p>Staff Meetings</p> <p>PLC Meetings</p> <p>Local Control and Accountability Plan</p> <p>ELAC Meetings</p> <p>LBUSD Board Goals</p>

<p>also purchased Math 180 as an intervention course and renewed our licenses with Read 180.</p> <p>We continue to provide intense CAHSEE support through after school tutoring not only to our students, but also alumni. We have provided each student and staff member Google Apps accounts to encourage digital collaboration. We continue to train our teachers for the Common Core Standards through internal and external professional development. We have full Wi-Fi coverage across our campus and we are in the process of offering free access to students who bring their own devices. We provide free English language training to adults using our Rosetta Stone platform. In the meantime, we have been updating our teachers' computers to meet their needs.</p>	
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Practices

Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note:** Some of this may be more district-based than school-based.)

Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<p>Every year in the fall, district funds are allocated to school sites based on enrollment and the Local Control Funding Formula (LCFF). These funds are monitored by the district Fiscal Services department and the Principal. Site funds are then budgeted in the appropriate funding sources (Lottery, LCFF, Title III, etc.) for anticipated expenses through collaboration with the Principal and Account Clerk. The site budget is in line with our Single Plan for Student Achievement (SPSA) and LCAP plan and approved by the School Site Council in the fall. Also in the fall, an audit takes place on the previous year's district and site funds (including ASB). Los Banos High School cooperates fully with auditor requests to provide documentation. After the conclusion of the audit, auditors present their findings to the LBUSD School Board. As a site, Los Banos High School has ASB accounting procedures in place that meet the requirements outlined in the FCMAT manual for Student Body Accounting. These procedures include instructions and procedures for fundraising applications, inventory, money collection, sales, documentation, deposits and revenue reconciliation. All staff members receive these procedures at the beginning of the year and proper implementation of these procedures is monitored by the Principal and Account Clerk.</p>	<p>Local Control and Accountability Plan</p> <p>Site Budget</p> <p>SPSA</p> <p>School Site Council Meetings</p> <p>ASB Accounting Practices</p>

Facilities

Indicator: The school’s facilities are adequate to meet the school’s vision, mission, school wide learner outcomes; the educational program and are safe, functional, and well-maintained.

Prompt: *Specifically, to what extent do the facilities support the school’s vision, mission, school wide learner outcomes, the educational program, and the health and safety needs of students?*

Findings	Supporting Evidence
<p>Los Banos High School, Home of the Tigers, was originally built in 1964. The campus consists of original wings surrounded by a series of additions. An administration office, library-media center, shop, two gyms, a multipurpose room with stage, garden and green house, new science wing, expanded art rooms, and music facilities are campus highlights.</p> <p>Los Banos High School was last inspected in September 2013. The inspection covered all 11 areas of the school which make up the campus and covered 15 identified categories. Out of the 15 categories, 12 were ranked “Exemplary”, 2 were ranked “Good” and 1 was ranked “Fair”. The overall rating of the school was “Good”. There were no “Extreme Deficiencies” found, though 4 components did require repair and/or maintenance. The school is in clean, safe and functional condition.</p> <p>Coordinated efforts with the district office and maintenance personnel to improve our school’s condition and rating are underway. Work orders to make the necessary repairs have been submitted via the district work order process. Ongoing efforts continue to ensure that our facility is clean and functional. Improving and maintaining our facilities continues to be a priority at Los Banos High School. Los Banos High School grounds, buildings and restrooms are in good repair. Regular facilities improvements occur as needed. Los Banos Unified School District has a work order process in place to ensure orderly and timely repair to the required areas.</p>	<p>School Accountability Report Card</p> <p>FIT Report</p>

Instructional Materials and Equipment

Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Prompt: *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction including online.*

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction, including online.

Findings	Supporting Evidence
<p>Los Banos High School has an effective process to purchase instructional materials. New textbook purchases are submitted to the Curriculum Council for discussion and signed by department chairs as well as administration. Technology related purchases such as new computers and software are coordinated with the Information Technology Department at the district office to ensure compatibility with the existing infrastructure. All other instructional materials and equipment are submitted to the principal for review and if approved a purchase order is completed for record keeping and accountability purposes.</p>	<p>Curriculum Council Meetings</p> <p>LBUSD Information Technology Department Guidelines</p>

Well-Qualified Staff

Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IBO, and/or college career preparation programs are in place.*

Findings	Supporting Evidence
<p>Los Banos High School in conjunction with LBUSD Human Resources Department seek to employ highly qualified teachers for openings. All openings are posted internally and externally and candidates are reviewed for their qualifications and experience.</p> <p>Once hired, all employees complete a two-day induction hosted by the district to familiarize with policies and procedures.</p> <p>In addition, our district also offers free Beginning Teacher Support and Assessment program for new teachers. Furthermore, each new teacher receives an orientation on site to become familiar with attendance, grading, emergency, and workplace policies. Throughout the year, we also host a monthly new teacher lunch where administration and new teachers get to share experiences in an informal setting.</p> <p>We also provide ongoing professional development through internal and external resources. The driving force behind these training has been the transition to Common Core Standards and the Next Generation Assessments.</p> <p>Our teacher who supervises the online credit recovery program is in constant communication with the course publisher for troubleshooting and monitoring.</p>	<p>LBUSD Board Policies</p> <p>New Staff Orientations</p> <p>Beginning Teacher Support and Assessment Program</p> <p>New Teacher Luncheons</p> <p>Professional Development</p> <p>AP Program Conferences</p>

Long-Range Planning

Indicator: The district and school’s processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students’ achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the school wide learner outcomes.

Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
Los Banos High School is working with the district and all the stakeholders to identify and prioritize the needs of our students based on the Local Control and Accountability Plan to meet the goals outlined in our school wide learner outcomes.	Local Control and Accountability Plan

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Los Banos High School in conjunction with Los Banos Unified School District has procedures and policies in place in order to allocate funds based on the needs of our students and school wide learner outcomes. At the same time, we strive to hire and nurture highly qualified teachers and provide them the necessary professional development to excel in their responsibilities. Both site and the district work with all stakeholders to monitor and allocate the resources.	AP Program Conferences ASB Accounting Practices Beginning Teacher Support and Assessment Program Curriculum Council Meetings ELAC Meetings FIT Report

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Los Banos High School develops a sound budget to allocate funding for resources, materials, professional development, and facilities to deliver an instructional program aligned with our school wide learner outcomes and to meet the needs of our critical areas.	LBUSD Board Goals LBUSD Board Policies LBUSD Information Technology Department Guidelines Local Control and Accountability Plan New Staff Orientations New Teacher Luncheons PLC Meetings Professional Development School Accountability Report Card School Site Council Meetings Site Budget SPSA Staff Meetings

WASC Category A. Strengths and Growth Needs

Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources:

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength

- Clear policies for hiring and evaluating staff
- Existing practices for involvement from all stakeholders
- Programs to support and nurture new staff
- Clear mission, vision, and school wide learner outcomes
- Processes to plan and allocate funds
- Clear line of communication between staff
- Improved technology infrastructure

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- Increase staff, students, and parents understanding of vision, mission , and SLOs
- Increase professional development opportunities for staff
- Increase parental participation in SSC and ELAC meetings

Category B: Standards-based Student Learning: Curriculum

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
 - Focused programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.
- Ⓢ Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

Focus Group Leaders: Ryan Hartsoch - Administrator, Principal
 April Latta - Teacher, Social Studies Department

Focus Group Members

Department

Anabela Sandoval	Foreign Language
Ann Brewer	Math
Christina Moore	Science
Cliff Halverson	Science
Frank Oliveria	Custodian
Hope Del Franco	Behavioral Support Aide
Jose Luna	Special Education
Marie Guintini	ROP
Mary Accardo	Clerical/Librarian
Nanette Silva	Clerical
Nathan Hanson	Physical Education
Peter Costello	Security
Richard Martin	Custodian
Rodney Hill	Industrial Technology
Stefani Thacker	English
Linda Head	Social Studies
Jason Bretz	Agriculture
Christine Salcido	Math
Kristi Avila	Behavioral Support Aide
Marisol Leon	Behavioral Support Aide
Rodney Huff	Cafeteria
Andrew Alarcon	Custodian

B1. Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the school wide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

Indicator: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program the prepares students for college, career, and life.

Prompt: *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum appropriately.*

Findings	Supporting Evidence
<p>Course offerings and instruction at Los Banos High School provide a rigorous and relevant curriculum that fulfills the purpose of the school. Using the Rigorous Curriculum Design Process (RCD) developed by Larry Ainsworth and facilitated by the Leadership and Learning Center, English Language Arts and Math curricular frameworks were developed and aligned with the Common Core State Standards. These frameworks were created in core ELA and Math classes and developed through a partnership of teachers in Los Banos Unified and Gustine Unified School District. The process started in the fall of 2012 and involved our staff members from the very beginning. The essential components created in each course framework are units of study centered around priority standards which include pre-assessments, performance tasks and post-assessments. The RCD frameworks are evolving on a continuous basis and have been updated with ELD standards, lesson resources and other pertinent materials.</p> <p>Los Banos High School staff have also embarked on the process of integrating the Common Core Literacy Standards in Social Studies, Science and other elective departments. While literacy skills have always been taught in all departments, the renewed focus of Common Core has necessitated a more strategic approach to integrating these standards. Departments have worked in their Professional Learning Communities (PLC) to identify, assign and integrate particular literacy standards into each of their units.</p> <p>Many students in need of English and Math intervention have access to research proven programs such as Read 180,</p>	<p>RCD Unit Frameworks in ELA and Math</p> <p>PLC Agendas</p> <p>Classroom Instruction</p> <p>Master Schedule Binder</p> <p>Read 180 and Math 180 Programs</p>

Math 180 and Systems 44. Students are identified by need and are scheduled in necessary intervention classes where these programs are utilized. In the 2014-2015 school year, the master schedule has one section of ELD 9/10 and two sections of Integrated Math 1(I) which utilize the Read 180 and Math 180 software and program. Systems 44 is utilized in our SDC program’s vocational courses. Los Banos High staff is exploring ways to increase the amount of remediation while operating with existing resources.

Academic and College- and Career-Readiness Standards for Each Area

Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC “a-g” requirements.

Prompt: *Evaluate to what extent there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements.*

Findings	Supporting Evidence
<p>All courses offered at Los Banos High School have been approved through the district sponsored Curriculum Council where all standards, methods of instruction, materials, etc. must be approved. Teachers are held accountable through submission of their course syllabi on a yearly basis to administration.</p> <p>Classes that bear the designation as ROP or CTE courses also must contain the career-readiness standards established by the State of California’s Education Department. These standards were required in the initial course submission and are monitored by site, county and state programs.</p> <p>All classes offered at Los Banos High School that bear the “college preparatory” tag in their course name are courses approved through the University of California Doorways approval process. These college prep classes contain the necessary rigor as identified and held accountable by in their course syllabi. AP classes have course syllabi reviewed on an annual basis by College Board.</p> <p>All classes offered and course content are monitored on an ongoing basis by site administration. Regular walk throughs take place which provide teachers with feedback on instructional strategies, content, materials, etc. to ensure that appropriate standards and strategies are in place.</p>	<p>Course Descriptions</p> <p>Curriculum Council Agendas</p> <p>A-G Approved Course List</p> <p>Teacher Syllabi</p> <p>AP Audit</p> <p>LBHS Walkthrough Forms</p>

Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
<p>Site offerings of online courses facilitated through Fueleducation (formerly Aventa) are aligned with California state adopted standards. Classes are available to be taken during the school day through the Online Course Program at Los Banos High and after school as a 7th period offering. Students draw on multiple online resources in order to complete their assignments. These offerings are primarily used by students for remedial purposes but in some cases are used to supplement current classes. Los Banos High School is exploring additional options for the 15-16 school year which includes courses on Web Design, Game Development and Computer Science 1A and 1B in an online setting.</p>	<p>Master Schedule</p> <p>Online Course Program</p>

Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

Prompt: *Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.*

Findings	Supporting Evidence
<p>Los Banos High School departments work collaboratively twelve times a year in PLC's to align instruction, assessments and units of study. Common assessments are in place in core departments. ELA and Math have common grading rubrics developed through the RCD process to ensure that grading is uniform and consistent. Both the assessments and performance tasks are aligned with the Common Core state standards. Literacy standards are being integrated in units in non-core departments. The Science department is revamping its curriculum around the Next Generation Science Standards in anticipation of California's adoption. To assist in the alignment of instruction, Los Banos High School staff members are currently piloting a learning management system called BrainHoney in English, Math, Science and Social Studies.</p> <p>In the 2014-2015 school year, five teachers are in the pilot and another eight teachers are expected to implement BrainHoney in 2015-2016. BrainHoney allows teachers to align assignments, assessments and other student tasks to standards. Students are provided with immediate feedback and in many cases are provided multiple opportunities to demonstrate mastery.</p>	<p>PLC Meeting Agendas</p> <p>Common Benchmark Assessments</p> <p>Common Grading Policies</p> <p>RCD Unit Frameworks in ELA and Math</p> <p>Brainhoney Learning Management System</p>

Student Work – Engagement in Learning

Indicator: The school’s examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the school wide learner outcomes.

Prompt: *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the school wide learner outcomes.*

Findings	Supporting Evidence
<p>Examples of student work found in the RCD unit framework curriculum and non-core department curriculum demonstrate rigorous and standards-based curriculum. Assignments and assessments are aligned to state standards. All RCD components were created with high attention to student demonstration of mastery of priority standards and supporting standards.</p>	<p>Common Benchmark Assessments</p> <p>RCD Unit Frameworks in ELA and Math</p>

Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for all students.

Prompt: *Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>Los Banos High School’s course programs offer a comprehensive program that meets the needs of all students. Diploma track students are offered an array of courses offerings from college prep A-G approved classes, AP and Honors classes and a select offering of non-CP, basic level classes.</p> <p>A select group of identified students with severe learning disabilities are also in our Special Day Class program which offers classes at the level of the student. Students in the SDC program earn a certificate of completion when they complete the program. Adult students with special needs participate in the Transition to Adulthood Program (TAP) to continue work on academic skills and earn work-force, entry skills. This program is aimed at students who have completed the SDC program in the district.</p>	<p>A-G Course Listing</p> <p>AP Course Listing</p> <p>Special Day Class Program</p> <p>Transition to Adulthood Program</p> <p>Online Course Program</p> <p>ELD Program</p> <p>Advantage Program</p>

Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Findings	Supporting Evidence
<p>Students ballot for the following year’s classes starting in December. Student choices are reviewed by their counselor to ensure that all prerequisites are met. When necessary, students may take summer school courses to help meet a deficiency. Students may take a course if they do not meet the prerequisites with a parent waiver.</p> <p>At the beginning of their freshmen year, students complete four year plans which outline course and grade requirements necessary to meet the A-G requirements. These plans are reviewed and updated as needed on a yearly basis with students. The district is currently looking into a comprehensive online system for completing four year plans which include parent access and database integration.</p>	<p>Freshmen Orientation</p> <p>College Information Night</p> <p>Four Year Plans</p> <p>Summer School Program</p>

Integration Among Disciplines

Indicator: There is integration among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<p>Although cross-curricular work is not in place due to a formal procedure, multiple examples of cross-curricular work and collaboration exist.</p> <p>Many English and Social studies teachers have aligned where possible as have Math and Science.</p> <p>It is our desire to continue this work in a formal and systematic way. The focus over the last few years has been implementation of the Common Core standards in ELA and Math with a future mind to integrate all subjects with cross-curricular assignments, projects, etc.</p>	<p>PLC Meeting Agendas</p>

Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This assessment includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Prompt: *Comment on the effectiveness of the school’s curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.*

Findings	Supporting Evidence
<p>Data on test scores, grades, graduation progress and other key data are reviewed on a regular basis through a variety of ways. School Site Council reviews the previous year’s data each year in the fall. The site leadership team regularly reviews data as well. Departments and teachers review common assessment data via the Continuous Improvement Process (CIP) on a quarterly basis. Teachers in each department identify common assessments in each quarter and use the CIP process to engage in professional conversations about the data. Analysis of this data is used to drive professional development, changes to curriculum/materials, and instructional strategies.</p>	<p>School Site Council Agendas</p> <p>Leadership Team Agendas</p> <p>PLC Agendas</p> <p>CIP Binders</p>

Policies – Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Prompt: *Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school’s mission and school wide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.*

Findings	Supporting Evidence
<p>Los Banos High School departments in collaboration with departments at our sister school, Pacheco High, developed common grading policies several years ago.</p> <p>The alignment was aimed at creating a uniform approach to student assessment.</p> <p>Effectiveness of instruction and curriculum is evaluated on a quarterly basis using the CIP process. Using the results of their assessments, teachers must answer and respond to questions such as “What is the cause of the gap identified by the data?” and “What initiatives, programs and interventions can be put in place to make improvements in the gap?”</p>	<p>Common Grading Policies</p> <p>CIP Binders</p> <p>Curriculum Council Agendas</p> <p>Course Descriptions</p>

<p>Initial selection of curriculum and basic instructional strategies are determined in the initial approval of the course in Curriculum Council. Curriculum Council meets 4 times a year to review any newly presented instructional materials, textbooks, and new or revised courses. Teachers must submit new courses with descriptions, prerequisites, materials, etc. to be considered for approval.</p>	<p>Course Catalogues</p> <p>Class Ballots</p> <p>Freshmen Guide</p>
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Additional Online Instruction Prompt: *Determine the school’s effectiveness in the use of outsourced curriculum to maintain curricular integrity, reliability, and security.*

Findings	Supporting Evidence
<p>Los Banos High School currently utilizes an online curriculum and course program called Fueleducation. On a limited basis, students are identified for the program primarily based on credit recovery. 12th grade students short five or ten credits can utilize the online courses in a 7th period assignment. Select 9th and 10th grade students are identified and scheduled into a class during the school day. The goal is to remediate at least one class they have previously failed.</p>	<p>Online Course Program</p>

Articulation and Follow-up Studies

Indicator: The school articulates regularly with feeder schools and local colleges and universities and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Prompt: *Share examples of articulation with feeder schools and local colleges and universities and technical schools, including comments on the regularity and effectiveness of these effects. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
<p>Los Banos High School is proud of its relationship with our sister school, Pacheco High, our feeder school, Los Banos Junior High and our alternatives sites, San Luis High and Crossroads.</p> <p>Administration meets regularly at various district meetings such as Secondary Articulation, Curriculum Council, District Site Leadership Team (DSLTL), quarterly district counselor meeting and Co-Administrator meetings. While the items covered in these meetings is diverse, they are effective creating collaboration opportunities around policies, procedures, and a multitude of other issues.</p> <p>In addition, PLC’s are scheduled where departments can meet with our sister school and feeder school to align</p>	<p>Secondary Articulation Meetings</p> <p>Curriculum Council Meetings</p> <p>District Site Leadership Meetings</p> <p>Co-Administrator Meetings</p>

<p>policies, curriculum, instruction, assessments, etc. Los Banos High is also involved in the district’s California Academic Partnership Program (CAPP) grant which brings together all secondary sites in the district along with our local community college campus, Merced College and our university partners from UC Merced. The focus on the grant is to improve math results using all stakeholders and partners.</p>	<p>PLC Meetings</p> <p>California Academic Partnership Program</p> <p>Common PLC Meetings</p>
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Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Findings	Supporting Evidence
<p>Students at Los Banos High School have access to the full compliment of classes contained in our comprehensive program including college prep, Advanced Placement, Honors, non-CP, SDC and adult level classes. All courses offered are aligned with state approved standards and instructional strategies. ELA and Math department has RCD units that are fully developed around common core standards and instructional pedagogy. Social Studies, Science and other departments are aligning curriculum to around state standards and the Common Core Literacy standards. A long list of professional development opportunities to support staff make the transition to Common Core standards have been taken advantage of by staff members. Examples of some of these trainings/workshops are the Leadership and Learning Rigorous Curriculum Design process training, STEM training, Dan Myers math training, AP trainings, Math 180, Read 180 and various other county and outside agency trainings.</p>	<p>Master Schedule Class Listings</p> <p>RCD Unit Frameworks in ELA and Math</p> <p>PD by Leadership and Learning</p> <p>AP Conferences</p>

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the school wide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.</p> <p>Three of the four critical learner needs identified in Los Banos High School’s 2012 Midterm Progress Report aimed at improving the proficiency levels of students (CAHSEE ELA and Math; CST levels). Common Core state standards (CCSS) based curriculum and the resulting impact on instruction in the classroom provide students with daily rigor in all classes. The career-readiness and 21st century skills embedded into CCSS and site curriculum ensure that students are engaged in challenging and applicable tasks.</p> <p>A major focus over the last three years has been increasing rigor and relevance of all materials and instruction. Staff received training from the International Center for Leadership in Education (ICLE) to ensure best practices and innovative instruction are a reality in our classrooms. The movement from instruction focused on preparing students for California Standardized Testing (CST’s) to the California Assessment of Student Performance and Progress (CAASPP) have resulted in increased rigor and relevance in our curriculum and increased alignments of instruction.</p>	<p>AP Audit</p> <p>LBHS Walkthrough Forms</p> <p>PLC Meeting Agendas</p> <p>Common Benchmark Assessments</p> <p>Common Grading Policies</p> <p>RCD Unit Frameworks in ELA and Math</p> <p>Advantage Program</p> <p>A-G Course Listing</p> <p>AP Course Listing</p> <p>Brainhoney Learning Management System</p> <p>CIP Binders</p> <p>Common Grading Policies</p> <p>Course Descriptions</p> <p>Curriculum Council Agendas</p> <p>District Site Leadership Meetings</p> <p>ELD Program</p> <p>Leadership Team Agendas</p> <p>Online Course Program</p> <p>PLC Agendas</p> <p>School Site Council Agendas</p> <p>Secondary Articulation Meetings</p> <p>Special Day Class Program</p> <p>Transition to Adulthood Program</p>

B2. Curriculum Criterion

All students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs – Full Range of Choices

Indicator: All students are able to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Prompt: *How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college/career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>Starting prior to their freshmen year, students and parents obtain information from their counselors about course selection, A-G requirements, program offerings and post-secondary options. In December, incoming freshmen (current 8th grade students) are visited at Los Banos Junior High by our counseling staff. Students ballot for their classes and receive information about course selections, programs, A-G and graduation requirements, etc. Parents also receive this information as well as campus resources and clubs/organizations the same week at Freshmen Orientation. All 10th-12th grade students ballot for their classes during Tiger Registration Days in December. In January, students (and parents) signed up for AP classes are asked to attend a mandatory AP Program meeting that outlines course expectations, summer assignments, etc.</p> <p>Students are scheduled and placed in courses based on multiple measures such as previous grades, GPA, test scores, etc. Students may ballot for elective offerings and core classes of their choosing and may be placed in a class they do not meet the pre-requisites for with parent permission and a waiver on file. Counselor evaluation of student transcripts also determine student placement.</p> <p>In the fall, all students are visited by their counselor. 9th grade students create their four year plans and 10th-12th grade students four year plans are reviewed and updated as necessary. Diploma and A-G requirements are reviewed along with other school policies like attendance, class changes, etc.</p>	<p>Freshmen Orientation</p> <p>Counselor Visits Los Banos Junior High School</p> <p>Four Year Plans</p> <p>Tiger Registration Days</p> <p>AP Informational Night</p> <p>Transcript Reviews</p> <p>College Week</p> <p>Career Week</p> <p>Career Center</p> <p>Ag Pathways</p>

<p>Los Banos High School shares a Career Center Technician with Pacheco High School who facilitates a full functioning Career Center and works with ROP teachers to oversee and coordinate CTE programs on campus. A four year plan for career interest and exploration is in place in which students visit the career center during their Social Studies class at very times of the year. 9th grade students receive an explanation of their ACT Explore results that they took as 8th grade students at the junior high. 10th grade students take the ACT Plan test to further measure their career aptitude and preparation for the ACT test. 11th and 12th grade students continue their self-directed career search. Many students take the ASVAB which is offered on campus as well.</p>	<p>AP Courses</p> <p>ASVAB Testing</p> <p>ACT / SAT Testing</p>
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Student-Parent-Staff Collaboration

Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, and their college/career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

Prompt: Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, and their college/career and/or other educational goals.

Findings	Supporting Evidence
<p>In addition to class presentations facilitated by student’s counselor in which students receive and/or update their four year plans, counselors meet with students and parents regularly to collaborate on developing their student’s plan for college and career goals. These plans are reviewed on a yearly basis and updated as needed. Los Banos High School is currently searching for an online, digital venue for housing and creating 4 year plans. The goal is that students, parents and staff will have access to an online, living document that syncs with our school’s database in real time.</p> <p>Students and parents have two primary options for developing student’s learning plan: 1) college going A-G requirement completion and 2) career preparatory, CTE program. The CTE options offered at Los Banos High School include the following programs and departments.</p> <p>In our Agricultural Department, the following CTE courses are options for students: Ag Mechanics (1-4), Ag Biology, Small Engines and Advanced Small Engines, Ag Business & Economics, Ag Floral Design, Beginning and Advanced Ag Wood, and Ag Food Science.</p> <p>Several ROP courses offered in collaboration with our county office of education are also CTE options for our students. These courses include ROP Foundations in Marketing, ROP</p>	<p>Parent Meetings</p> <p>Transcript Reviews</p> <p>Four Year Plans</p> <p>Freshmen Orientation</p> <p>SDC Program</p> <p>ROP Courses</p> <p>ABI Parent Access</p> <p>Transition to Adulthood Program</p>

<p>Sports and Entertainment Marketing, ROP Foundations in Education, ROP Medical Occupations, and ROP Intro to Health. Other vocational offerings include Work Experience and Public Speaking.</p> <p>In addition to the two options listed prior, Los Banos High has two non-diploma track programs for students with specific learning needs. The Special Day Class (SDC) program is aimed at IEP students operating at a level significantly below grade level. Students earn a certificate of completion upon completion of this program. After completing the SDC Program, students have the option of entering the Transition to Adulthood Program (TAP) until age 22.</p>	
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Monitoring/Changing Student Plans

Indicator: The school implements processes for monitoring and making appropriate changes in students’ personal learning plans (e.g., classes and programs) and regularly evaluates them.

Prompt: *Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).*

Findings	Supporting Evidence
<p>Four year plans are evaluated at the end of each semester via transcript reviews by counselors. Counselors complete diploma status notifications at the end of the 1st and 2nd semester. Progress towards both diploma requirements and A-G requirements are reviewed and course placement is adjusted as needed. Counselors also recommend and sign students up for summer school classes which will assist students in staying on track for their diploma, college and career goals. The vast majority of summer school offerings are courses on the approved A-G list. Students may take up to 10 units in summer school and are often recommended to take courses from our local community colleges.</p>	<p>Transcript Evaluations</p> <p>Counselor Course Reviews</p> <p>Summer School Program</p>

Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to post college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>Los Banos High School is focused on improving and supporting our students in their transition to college and career goals. In addition to the four year program offered</p>	<p>College Week</p>

<p>through our career center, multiple efforts have taken place to assist students in this transition. Two particular events with these goals in mind are College Week and Career Week.</p> <p>Our College Week is planned in September and hosts a number of events such as our College Fair with over 20 college representatives in attendance, our college door decorating contest, and our College Information Night for parents and students. During College Week, students receive information from actual college recruiters that will hopefully spur their interest and commitment to attending college after high school. Students are encouraged explore all types of programs that are available including UC, CSU, local community colleges, and technical schools.</p> <p>Career Week is planned in March and the focus of this event is to highlight post-secondary career options for students whether they plan on furthering their education in college or enter the work force directly after high school. The week is filled with activities like career dress up days, special presentations in the career center, and a career fair. Some of the career fair representatives include Gallo Cheese Co., Starbucks, Costco, Riggs Ambulance, Natural Resource Conservation Service, Wells Fargo, Bank of America, Los Banos Enterprise, Los Banos Fire Department and many more.</p> <p>To support students in the process of completing college application and applying for financial aid, counselors host a number of college application workshops (CSU, UC and our local community college partner, Merced College). These workshops are offered both during the school day and after school to allow parents to participate. A financial aid workshop is facilitated in February by counselors and our Cal-SOAP partners. At this workshop, students and parents are presented with the process of completing the FAFSA application and other pertinent financial aid information and deadlines.</p> <p>Los Banos High School has a local scholarship coordinator that facilitates the information, application and awards of local scholarships. The 2014 Scholarship Awards Night presented over \$100,000 to graduating seniors in mostly local scholarship awards. Local scholarships making attending four year universities and community colleges a reality for many of our college going seniors.</p>	<p>Career Week</p> <p>FAFSA Workshops</p> <p>Cal-SOAP Workshops</p> <p>CSUmentor Workshops</p> <p>Scholarship Workshops</p>
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>All students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals.</p> <p>Los Banos High School takes a comprehensive approach to preparing students to complete high school and prepare them for post-secondary options. Students enter high school and complete a four year plan based on their current goals. Four year plans are evaluated and modified as needed by students and parents in collaboration with the student’s counselor. Incoming freshmen parents receive information at Freshmen Orientation, counselor meetings and AP Program meetings about graduation requirements, A-G requirements, CTE program offerings, etc.</p> <p>Students are placed in courses based on multiple measures of proficiency. Students’ transcripts are reviewed at least twice a year to ensure appropriate progress is being made. In the fall, counselors work with students and parents to create/update student’s four year plans. In addition, Los Banos High shares a Career Technician with Pacheco High School that operates a Career Center and helps coordinate our CTE/ROP programs. To assist students in developing their career plans, a four year plan for student exploration of career interest is in place.</p> <p>As four year plans are evaluated by counselors, student progress and deficiencies are analyzed. Student schedules may be adjusted, summer school classes may be assigned and/or a student may be recommended to take a class at our community college partner, Merced College.</p> <p>To increase student success in transitioning to post-secondary life, Los Banos High School hosts College Week in September and Career Week in February.</p> <p>Counselors also host a number of events such as college application workshops, financial aid workshops and four year plan workshops. Additionally, Los Banos High has its own scholarship coordinator to assist students in securing local, state and national funds available to make their goals a reality.</p>	<p>ABI Parent Access</p> <p>ACT / SAT Testing</p> <p>A-G Approved Course List</p> <p>Ag Pathways</p> <p>AP Courses</p> <p>AP Informational Night</p> <p>ASVAB Testing</p> <p>Cal-SOAP Workshops</p> <p>Career Center</p> <p>Career Week</p> <p>Classroom Instruction</p> <p>College Week</p> <p>Counselor Course Reviews</p> <p>Counselor Visits Los Banos Junior High School</p> <p>Course Descriptions</p> <p>CSUmentor Workshops</p>

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Los Banos High School’s critical learner need of increasing the percentage of students leaving Los Banos High School and pursuing post secondary opportunities are addressed in multiple ways in this criterion. High levels of campus resources are devoted to preparing students and supporting them in creating and ultimately achieving their personalized learning plan. Staff efforts to monitor and update student learning plans is an ongoing effort. Keeping student goals in mind, counselors are advising student course selection based on the dual goals of achieving diploma requirements and meeting the A-G requirements. It is the goal of Los Banos High School to prepare students for both the rigors of college and career preparation.</p>	<p>Curriculum Council Agendas FAFSA Workshops Four Year Plans Freshmen Orientation Master Schedule Binder Parent Meetings PLC Agendas RCD Unit Frameworks in ELA and Math Read 180 and Math 180 Programs ROP Courses Scholarship Workshops SDC Program Summer School Program Teacher Syllabi Tiger Registration Days Transcript Evaluations Transcript Reviews Transition to Adulthood Program</p>

B3. Curriculum Criterion

Upon completion of the high school program, students have met all the requirements of graduation and are prepared with success in college, career, and life.

Indicators with Prompts

Real World Applications – Curriculum

Indicator: All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

Prompt: *Evaluate ways the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.*

Findings	Supporting Evidence
<p>Los Banos High School course offerings include classes that meet the state graduation requirements, A-G college preparatory requirements and CTE standards. The vast majority of courses offered are certified as A-G approved classes with UC Doorways as a major goal at the site has been improving the rate of students graduating meeting the minimum university requirements for admission. Many students are able to meet both the A-G requirements and also participate in CTE offerings.</p> <p>Los Banos High is focused on creating and promoting CTE approved pathways with our CTE classes. Students in our Future Farmers of American (FFA) program must choose from one of four Ag pathways as a freshman. The four pathways are Ag Mechanics, Ag Shop, Ag Leadership and Ag Science. Our ROP offerings include ROP Intro to Health, ROP Medical Occupations, ROP Foundations in Marketing, ROP Floral Design, ROP Sports and Entertainment Marketing and ROP Foundations in Education. Students are encouraged and counseled into these CTE courses based on their educational and career goals.</p> <p>Staff have been updating their courses to align with both the new Common Core State standards in English and Math as well as the 21st Century Skills. ELA and Math curriculum was entirely redesigned through the Rigorous Curriculum Design process. Unit frameworks were created in core departments and include common core based standards instruction, assessments and performance tasks. Departments are working on aligning and integrating the 21st Century skills in a similar manner.</p>	<p>Master Scheduling</p> <p>A-G Course Listing</p> <p>Ag Pathways</p> <p>ROP Courses</p> <p>RCD Unit Frameworks in ELA and Math</p>

Meeting Graduation Requirements

Indicator: The school implements academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

Prompt: *Comment on the effectiveness of the academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.*

Findings	Supporting Evidence
<p>Upon entering 9th grade, students create four year learning plans based on their educational and career goals. These plans are updated yearly with guidance from the student’s counselor. All students also participate in our four year career guidance program. Starting their freshmen year, students begin career exploration through the Explore program and in 10th grade, the PLAN exam. Junior and senior students continue their career search in the Career Center. College Week in the fall and Career Week in the spring provide an additional venue for staff to support student’s academic and career readiness plans. Various events are included as part of this event to foster interest in all post-secondary options. Events such as the college fair and career fair draw in over 20 and 30 vendors respectively.</p> <p>To ensure that students meet the minimum graduation requirements upon the end of student’s senior year, counselors review and send home diploma status notifications to ensure students and parents are updated on their progress. These notifications go out at the end of each semester. Students who do not pass the CAHSEE exam as 10th grade are informed about and scheduled into CAHSEE academies. These are tutorials sessions designed to prepare students to pass this exam. Junior and seniors students are also scheduled into a CAHSEE Math or CAHSEE ELA intervention class. Summer school is an option for students to make up credits they are behind towards graduation. Senior students behind 5 or 10 credits have the option to enroll in a 7th period online course to avoid being placed in an alternative setting. To remediate students early in their high school experience, recommended students are placed into our Online Course Program (OCP) for one period where they can make up at least 5 to 10 credits in an online setting.</p>	<p>Transcript Reviews</p> <p>PLAN Testing</p> <p>Explore Program</p> <p>College Week</p> <p>Career Week</p> <p>Diploma Status Notifications</p> <p>CAHSEE Prep Academies</p> <p>Online Course Program</p>

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Los Banos High School offers a comprehensive program of courses that meet local and state graduation requirements, A-G college preparatory requirements, CTE courses and</p>	<p>A-G Course Listing</p>

<p>special program classes for students with special needs. The goal is to prepare each student for post-secondary college and career options. Currently, there are four CTE pathways with additional pathway considerations being considered for 15-16 and beyond.</p> <p>Rigor in all classes has been a major focus in the last few years. Ensuring that all classes meet the high standards set forth in Common Core State Standards (CCSS) and 21st Century Skills is a priority. Los Banos High’s English and Math curriculum has been redesigned around CCSS as unit frameworks which include common pre-assessments, post-assessments, performance tasks and CCSS based instructional pedagogy.</p> <p>To assist students in creating and monitoring their learning plans, counselors facilitate four year plans with every student at the beginning of their freshmen year. These plans are reviewed with students on a yearly basis during fall counselor visits. All students also participate in a four year career guidance program facilitated by our Career Center Technician. In order to provide more support, guidance and experience, Los Banos High puts on a College Week in the fall and a Career Week in the spring. The goal is to foster and encourage student interest and participation in both college and career preparation.</p> <p>Counselors review student progress towards meeting diploma and A-G requirements twice a year at the end of each semester. These notifications are sent home to students.</p> <p>Students who have not passed the CAHSEE exam are informed about and scheduled into CAHSEE academies in the days leading up to the next test administration. Summer school is an option for students who are behind credits towards graduation or A-G requirement completion. Additionally, senior students behind 5 or 10 credits may take a 7th period online course and a select group of 9th-10th grade students make participate in our Online Course Program to make up credits.</p>	<p>Ag Pathways</p> <p>ROP Courses</p> <p>RCD Unit Frameworks in ELA and Math</p> <p>Four Year Plans</p> <p>Career Center</p> <p>Diploma Status Notifications</p> <p>Online Course Program</p> <p>CAHSEE Academies</p>
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Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Increasing the percentage of students leaving Los Banos High School meeting the A-G requirements is one of the identified critical learner needs identified in our last WASC visit. The work Los Banos High School has done in this criterion has certainly had a positive impact on this goal. Los Banos High had a 40% A-G completion rate in the graduating class of 2014. Multiple efforts have helped support students</p>	<p>A-G Course Listing</p> <p>Ag Pathways</p> <p>CAHSEE Academies</p> <p>Career Center</p>

and families with this goal as evidenced in this section. Los Banos High School will continue to look for ways to improve this need as well as look for additional ways to prepare students to successfully transition to career preparation.

Career Week
College Week
Diploma Status Notifications
Explore Program
Four Year Plans
Master Scheduling
Online Course Program
PLAN Testing
RCD Unit Frameworks in ELA and Math
ROP Courses
Transcript Reviews

WASC Category B. Strengths and Growth Needs

Standards-based Student Learning: Curriculum:

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

- Common Core standards based curriculum and unit framework
- Wide range of A-G Course offerings
- College and Career Weeks
- Informational Nights for Parents
- Online Course Program for credit recovery
- RCD Unit Frameworks in ELA and Math
- Transcript Review and Diploma Status Notifications

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

- Integrate literacy standards with fidelity in all content areas
- Increase activities for College Week and Career Weeks
- Increase integration of curriculum among disciplines
- Increase CTE offerings and completion
- Integrate SLOs in curriculum

Category C: Standards-based Student Learning: Instruction

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
 - Focused programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.
- Ⓢ Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

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 Laura Moore
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Department

Physical Education
 Social Studies
 Foreign Language
 English
 Math
 Security
 Math
 Agriculture
 Community Aide
 Computer Tech I
 Math
 Health Aid
 Behavioral Support Aide
 Special Education
 Science
 Social Studies
 Art
 Math
 Behavioral Support Aide
 Behavioral Support Aide
 Cafeteria
 Custodian

C1. Instruction Criterion

To achieve the academic standards, the college- and career-readiness standards, and the school wide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

Indicator: The school’s observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the school wide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: *Comment on the degree to which all students are involved in challenging learning to achieve the academic standards, the college- and career-readiness standards, and the school wide learner outcomes. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
<p>At Los Banos High School, students are enrolled in challenging classes to prepare them for college and career readiness. As incoming freshmen or transfer students later on, each student completes a four-year plan based on their needs and academic goals. Our counselors track each student’s progress and make adjustments when necessary to ensure timely graduation.</p> <p>Each teacher follows a pacing calendar created collaboratively by their department. Math and English Departments have revised their pacing calendars based on the Common Core Strategies. Currently, they are implementing common performance tasks and assessments that incorporate higher-level questioning and life applications of the standards.</p> <p>All the other departments have been revising their pacing calendars, assignments, and benchmarks to incorporate 21st century skills and literacy strategies.</p> <p>Teachers are informed about the needs of the students in their classes during the first week of school. They receive information regarding the EL levels and Individualized Education Plans and work closely with our EL teacher and Case Managers to differentiate content.</p>	<p>CIP Binders</p> <p>Unit Plans</p> <p>Pacing Calendars</p> <p>Four Year Plans</p> <p>Transcript Reviews</p> <p>RCD Unit Frameworks</p> <p>Student Information Binders</p>

Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
Our teacher in charge of the online credit recovery program monitors each student’s progress and intervenes when necessary.	Pacing Calendars from FuelEd

Student Understanding of Learning Expectations

Indicator: The students know the standards/expected performance levels for each area of study.

Prompt: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example is the use of pacing guides for online instruction.*

Findings	Supporting Evidence
<p>In all classrooms, teachers explicitly deliver the learning objectives to each lesson as a part of their lesson. These learning objectives are always connected to an essential question and to a content standard. Depending on the unit of study or the assignment, the objective is either written on the board or stated on the written notes.</p> <p>In addition, Math and English teachers have begun to incorporate rubrics in assignments and assessments where the students analyze the rubric beforehand to identify the expectations. The other department are also using rubrics to grade student work and are in the process of placing the rubrics on the assignments.</p>	<p>Daily Objectives</p> <p>Essential Questions</p> <p>Content Standards</p> <p>Rubrics</p>

Differentiation of Instruction

Indicator: The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Prompt: *How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>Instructional staff use a variety of strategies to differentiate instruction based on the needs of our students. For our English Learners, teachers use SDAIE and GLAD strategies to differentiate the assignments and assessments.</p> <p>We also have a bilingual instructional aide who attends classes with our beginner English Learners to support this process. For students with specific needs, teachers refer to the IEP plan and provide the necessary accommodations and modifications.</p> <p>Across the board, teachers implement graphic organizers,</p>	<p>SDAIE Strategies</p> <p>GLAD Strategies</p> <p>Bilingual Instructional Aide</p> <p>Individual Education Plans</p>

<p>visuals, note-taking support, scaffolding, checks for understanding, academic vocabulary teaching, multimedia slide shows, document cameras, and educational videos to differentiate instruction.</p>	<p>Graphic Organizers Document Cameras</p>
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Student Perceptions

Indicator Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the school wide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction based on student feedback.*

Findings	Supporting Evidence
<p>According to the most recent survey, 89% of freshmen and juniors expressed that their teachers have high expectations from them such as expecting them to do their best and expressing that they will succeed. In the same survey, 61% of freshmen and 57% of juniors expressed that they are given opportunities for meaningful participation such as choosing the type of activity, completing interesting activities, and doing assignments that make a difference.</p> <p>Teachers and staff continue providing our students with clear expectations that prepare them for college and career readiness.</p>	<p>California Healthy Kids Survey</p>

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Students at Los Banos High School are involved in challenging learning activities where students know the expected performance levels and teachers differentiate the instruction based on student needs.</p>	<p>Unit Plans Transcript Reviews Student Information Binders SDAIE Strategies Rubrics RCD Unit Frameworks Pacing Calendars Individual Education Plans Graphic Organizers GLAD Strategies</p>

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>In order to assist all our students in passing the CAHSEE ELA and Math test, LBHS has integrated various strategies in daily instruction. Teachers receive information about the language fluency and any possible learning needs of their students at the beginning of the school year and differentiate their instruction accordingly throughout the school year. A bilingual instructional aide accompanies beginner and early intermediate level English learners in their content classes. Students with IEPs receive academic support from their case managers and have access to a study hall called “The Zone.” English and Math teachers also provide after school tutoring and CAHSEE intervention throughout the year. Students who have not passed the test in their first session also qualify for placement in intervention classes during their junior and senior years. All content area teachers emphasize reading comprehension and writing strategies to prepare our students for this test.</p> <p>In terms of our critical areas regarding CCSS and CAASPP testing, our teachers have been diligently modifying their instruction to meet the new expectations. Math and ELA teachers have been implementing the new RCD Unit Frameworks which include performance tasks and formative assessments modeled after and based on the CCSS and CAASPP. All other departments are working on integrating literacy standards in their instruction.</p> <p>In the area of expanding our CTE offerings, Los Banos High School has streamlined the Ag Pathways into four pathways and working on adding more. Our most recent effort in this area is to introduce an Information Technology Pathway using an online course publisher.</p>	<p>Unit Plans Transcript Reviews Student Information Binders SDAIE Strategies Rubrics RCD Unit Frameworks Pacing Calendars Individual Education Plans Graphic Organizers GLAD Strategies Four Year Plans Essential Questions Document Cameras Daily Objectives Content Standards CIP Binders Bilingual Instructional Aide</p>

C2. Instruction Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Prompt: *Evaluate the extent to which teachers effectively use multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>Teachers at Los Banos High School use multimedia technologies such as presentations, videos, and slideshows in the delivery of their instruction through document cameras and digital projector. Also, teachers utilize iPad and Chromebook mobile labs in addition to two computers labs. Recently, our staff has been introduced to Google Apps in education and BrainHoney learning management system. As teachers get more comfortable with technology, they incorporate these tools into their instruction as well. Many teachers encourage students to utilize Khan Academy and the digital resources of their textbooks. Teachers who are piloting BrainHoney are also providing online assessments to their students.</p>	<p>Microsoft PowerPoint Presentations</p> <p>Educational Videos</p> <p>Ipads / Kindles / Chromebooks</p> <p>Brainhoney Learning Management System</p> <p>Google Apps</p> <p>Online Simulations</p>

Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
<p>Our online credit recovery program is taught and assessed by online teachers provided by Aventa. The teacher in the lab provides monitoring and troubleshooting help as needed by the students.</p>	<p>Online Course Program</p>

Teachers as Coaches

Indicator: Teachers work as coaches to facilitate learning for all students.

Prompt: *Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.*

Findings	Supporting Evidence
<p>Our teachers work as coaches with our students to facilitate learning through inquiry, modeling, checking for understanding, and project-based learning. Teachers use Explicit Direct Instruction strategies to introduce new concepts and model the expected outcomes. Then, they guide the students through practice and inquiry. Next, they provide opportunities for collaborative activities for project-based learning where students work in teams and the teacher works with small groups of students for remediation. Across various classrooms, students are involved in various activities at different stages of learning: taking notes, participating in classroom discussions, creating posters, presenting, reading aloud, and assess their learning.</p>	<p>Guided Practice Modeling Checking for Understanding Small Group Instruction Project-Based Learning Classroom Discussions Collaborative / Cooperative Learning Activities</p>

Examination of Student Work

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Prompt: *Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>Students at Los Banos High structure their learning to organize, access, and apply knowledge using the following strategies: guided note-taking, graphic organizers, index cards, guided reading, structured research projects, analyzing primary documents, guided discussions, debates, speeches, and presentations.</p> <p>Students have the following tools and the opportunities to research, inquire, gather, discover, invent, and communicate knowledge: writing research papers, analyzing primary documents, creating digital presentations, participating in debates, responding to critical thinking questions, participating in performance tasks, gathering data and collaborating on assignments, using digital slideshows,</p>	<p>Guided Note-Taking Graphic Organizers Index Cards Guided Reading Structured Research Projects Analyzing Primary Documents Guided Discussions</p>

<p>recording podcasts, creating short videos, designing posters, and showcasing their work in exhibits.</p>	<p>Speeches Presentations Writing Research Papers Critical Thinking Questions Performance Tasks Creating Posters</p>
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Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
<p>Students in the online credit recovery program submit their work to Aventa, Inc to be reviewed and evaluated. Our teacher in the classroom ensures that students complete their work and stay on task.</p> <p>Student in the BrainHoney pilot program submit their work to their classroom teacher online to be reviewed and evaluated. Based on their performance, the classroom teachers decides for enrichment or remediation.</p>	<p>Online Course Program</p>

Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates, and inquiries related to investigation.

Prompt: *Evaluate and comment on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>Across Los Banos High School students demonstrate that they are able to think, reason, and problem solve through collaborative and individual activities such as poster projects, research papers, performance tasks, conducting a Career Unit during sophomore year, laboratory activities, online simulations, digital presentations, reading, and writing critically.</p>	<p>Creating Posters Writing Research Papers Performance Tasks Online Simulations Digital Presentations Reading / Writing Critically</p>

Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the school wide learner outcomes.

Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the school wide learner outcomes.*

Findings	Supporting Evidence
<p>Students at Los Banos High School use technology in various ways to assist them in achieving the academic standards and school wide learner outcomes. Depending on the course they are taking, they create PowerPoint presentations, record short YouTube videos, write papers on Google Docs, take tests on BrainHoney, practice on Khan Academy, check grades on Aeries, follow school events on Facebook and Twitter, design projects on AutoCAD, create audio podcasts, graph equations online, practice coordinates using ALICE, examine artwork on Google Images, and conduct research on the Internet.</p>	<p>Creating Presentations Recording Videos Using Google Apps Participating in BrainHoney LMS Practice on Khan Academy Design Projects in AutoCAD Record Audio Conduct Digital Research</p>

Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as use and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<p>At Los Banos High School, each department has access to resources beyond the textbook by reserving the library, the computer lab, a mobile iPad or Chromebook cart. In addition, all classrooms are equipped with digital projectors to display any online resource. Using these tools teachers provide opportunities to our students to analyze and view primary source documents and artwork, practice online exercises, create digital projects, listen to speeches, research and cite documents, check out class set or individual novels, print their essays, and access print resources.</p>	<p>Access to Mobile Chromebook and Ipad Carts Computer Lab Digital Projectors Analyze and View Primary Source Documents Practice Online Exercises Create Digital Projects Research and Cite Sources</p>

Real World Experiences

Indicator: All students have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects and other real world experiences and applications.

Prompt: *Evaluate the degree to which the opportunities for access and involvement in a variety of real world experiences are available and effective.*

Findings	Supporting Evidence
<p>Los Banos High School provides a variety of opportunities for career exploration and preparation. We have a Career Week in March for the last two years and we invite all local and neighboring business as well as career-technical institutes to have a booth in our gym. Students visit these booths during their classes and also at lunch.</p> <p>Also, we have a Career Center run by an advisor to provide students information about careers, scholarships, and educational choices. Student can visit the Career Center during lunch. During sophomore year, each student participates in a Career Exploration Unit. Students are brought to the Career Center by their English teacher and they complete an interest survey to reveal a possible career choice. Then, using a computer application titled “Eureka,” they identify the description of the career, the pay-scale, the demand, and the necessary degrees they need to obtain to work in that field. Finally, they research for institutions that offer those degrees and find information about the cost.</p> <p>We also offer Regional Occupational Program (ROP) classes through Merced County Office of Education. Student can participate in any of the following classes: Marketing Foundations, Medical Occupations, Food Science, Sports Marketing, and Foundations in Education. Except Food Science and Sport Marketing, student are placed in local businesses and schools for job shadowing.</p> <p>Students in our Agriculture classes and Future Farmers of America (FFA) club, also participate in a variety of real world experiences such as building trailers and showing animals at the local fair, judging livestock, meat, and cotton, planning and decorating events, and also public speech contests.</p> <p>We also have various clubs that offer our students experiences in real life applications through field trips and shows. Our MESA club participates in regional contents. Our performance and jazz bands play at our local and regional events. Our Future Business Leaders (FBLA) club participate in conferences. The Auto club hosts and annual car show and organizes field trips to technical institutes.</p>	<p>Career Week</p> <p>ASVAB Testing</p> <p>Career Center</p> <p>Career Exploration Unit</p> <p>ROP Courses</p> <p>Ag Pathways</p> <p>MESA</p> <p>Future Business Leaders of America</p>

Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
Our online course offerings are designed by FuelEd and include various instructional strategies for student engagement.	Online Course Program

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
At Los Banos High School, teachers work collaborate with each other and coach our students to provide an effective learning environment to fulfill our mission and meet the school wide learner outcomes. They use technology to provide opportunities for our students to think, reason, problem solve, access, and apply knowledge both individually and collaboratively. Our Career Center, ROP classes, and clubs provide our students ideas about potential career and real life experiences.	Analyzing Primary Documents ASVAB Testing Brainhoney Learning Management System Career Center Career Exploration Unit Career Week Checking for Understanding Classroom Discussions Collaborative / Cooperative Learning Activities Computer Lab Conduct Digital Research Create Digital Projects Creating Posters Creating Presentations Critical Thinking Questions Design Projects in AutoCAD Digital Projectors Educational Videos Future Business Leaders of America

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
The common thread of Los Banos High School’s critical learning needs is improving student performance for college and career readiness. The foundation of improving student	Google Apps Graphic Organizers

performance is effective instruction using all resources. Our teachers utilize all resources including digital and beyond the textbook. They provide opportunities for our students to use technology as a means for collecting, organizing, and presenting information. They continually work on integrating more real life experiences in their instruction and assessment.

- Guided Discussions
- Guided Note-Taking
- Guided Practice
- Guided Reading
- Index Cards
- Ipads / Kindles / Chromebooks
- MESA
- Modeling
- Online Simulations
- Participating in BrainHoney
- LMS
- Performance Tasks
- Practice on Khan Academy
- Practice Online Exercises
- Presentations
- Project-Based Learning
- Record Audio
- Recording Videos
- Research and Cite Sources
- ROP Courses
- Small Group Instruction
- Speeches
- Structured Research Projects
- Using Google Apps
- Writing Research Papers

WASC Category C. Strengths and Growth Needs

Standards-based Student Learning: Instruction:

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category C. Standards-based Student Learning: Instruction: Areas of Strength

- Teachers are using a variety of strategies to differentiate instruction
- Teachers are using multimedia tools and applications in delivering curriculum.
- Students learn how to access, organize, and communicate information in various contexts.
- Students use technology to access, learn, and practice information regarding various academic standards.
- Students work in cooperative and collaborative groups to create and present projects.
- Students have access to a variety of materials and resources beyond the textbook.

Category C. Standards-based Student Learning: Instruction: Areas of Growth

- Improve students' understanding of learning expectations through using essential questions, rubrics, and objectives
- Improve students' understanding of school wide learner outcomes by integrating them into instruction
- Improve teachers' role as a guide on the side through more cooperative and collaborative learning activities
- Integrating more real life experience based instructional activities and assessments in all content areas

D1. Assessment and Accountability Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

Indicator: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Prompt: *Evaluate the effectiveness of the assessment processes.*

Findings	Supporting Evidence
<p>The assessment model at Los Banos High School has been based on California Standards in the content areas. Two years ago, both high school in the district also collaborated and agreed on common grading policies. The staff uses effective processes to collect assessment data including unit tests, projects, writing and reading assignments, homework, quizzes, and presentations. Each department gives four common benchmark assessments in each course. The amount of the remaining assessments vary by the teacher. As a part of our transition to the Common Core Standards and the next generation testing, English and Math departments also implement pre and post units tests as well as common performance tasks in each unit.</p>	<p>District Grading Policies</p> <p>Common Benchmark Assessments</p> <p>Rigorous Curriculum Design Units</p> <p>Pre and Post Assessments</p>
<p>Four PLC meetings out 9 are reserved for teachers in each department collaborate with their colleagues as a part of the Continuous Improvement Process. At the end of each quarter, they disaggregate and analyze the common benchmark assessment data. They identify patterns of success and improvement. They decide on a research based strategy to implement and test its effectiveness based on the results of the next common benchmark.</p>	<p>Continuous Improvement Process Forms</p>
<p>In terms of reporting, teachers use a variety of methods to communicate with parents and students. Our teacher use an online gradebook, ABI, so that parents and case managers can access a student's most up-to-date grade as well as missing assignments any time. In addition, during each quarter, teachers submit deficiencies and parents and students receive a paper report. At the end of each quarter, students and parents receive a written report that includes grades for each class.</p>	<p>AERIES Browser Interface (ABI)</p> <p>Parent Portal</p> <p>Blackboard Teleparent</p>

<p>Also, we offer weekly grade-checks as an intervention upon the request of a parent or a suggestion of a counselor. Students pick up a report sheet from their counselor and every Friday have their teacher record their grades and missing assignments. Athletic coaches also require their players to complete weekly grade checks to promote accountability.</p>	<p>Student Grade Checks Progress Reports</p>
<p>Special Education case managers also have regular communication with teachers and parents concerning the progress of students with IEPs.</p>	<p>IEP Consultations IEP Meetings</p>
<p>In addition, our counselors continually review students' progress towards graduation and organize parent-teacher and Student Study Team (SST) meetings when necessary.</p>	

Basis for Determination of Performance Levels

Indicator: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Prompt: *Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>During the last decade, departments at Los Banos High school have established pacing calendars and benchmark assessments based on California Standards in content areas. The pacing guides determined the standards covered in each grading window, and the benchmark assessments evaluated students' mastery. The grades are given based on a common grading scale ranging from F (0-59%), D (60-69%), C (70-79%), B (80-89%), and A (90-100%).</p> <p>Furthermore, in 2012, secondary education teachers collaborated on grading policies to establish common weighing categories which have been in use since.</p> <p>As a part of our transition to the Common Core Standards, English and Math Departments have already revised their assessment to reflect the changes in next generation assessments.</p> <p>The new assessments contain more constructed response questions and also require explanations for selected response question types. The other departments are continuing to review their current benchmark assessments to incorporate similar changes.</p>	<p>Pacing Calendars</p> <p>Benchmark Assessments</p> <p>Common Grading Scale</p> <p>Common Weighing Categories</p> <p>RCD Pre and Post Assessments</p> <p>Performance Tasks</p> <p>Constructed Response Questions</p>

Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
<p>Our Online Course Program is designed, managed, and taught by online teachers from FuelEd. Students do not have access to the next unit until mastery is reached through assignments and tests. Student work is graded by the online teachers employed by FuelEd.</p> <p>Our teacher supervising the OCP program ensures that students are doing their own assignments and staying on track.</p> <p>Students are enrolled in this program based on counselor review of their transcript.</p>	<p>Transcript Reviews</p> <p>Online Course Program</p>

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>At Los Banos High School, teachers implement effective assessment processes based on common grading policies to measure students’ grades, their growth, and their performance levels.</p>	<p>Pacing Calendars</p> <p>Benchmark Assessments</p> <p>Common Grading Scale</p> <p>Common Weighing Categories</p> <p>RCD Pre and Post Assessments</p>

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Assessment and accountability is how we measure the level of success of reaching our goals outlined in critical learner needs. Teachers use the data from grades based on benchmarks and assignments to determine students’ level of mastery in content standards. All students are evaluated using set common criteria known as the grading scale. The results inform the teachers on the instructional decisions such</p>	<p>District Grading Policies</p> <p>Common Benchmark Assessments</p> <p>Rigorous Curriculum Design Units</p> <p>Pre and Post Assessments</p>

<p>as pacing, interventions, and enrichment.</p> <p>The end-of-the-year summative assessments and standardized tests provide the next level of data in measuring our success towards meeting the critical learner needs. As outlined in our action plan, we analyze CAHSEE and EAP data to review our students' readiness for graduation, college, and career.</p>	<p>Continuous Improvement Process Forms</p> <p>AERIES Browser Interface (ABI)</p> <p>Parent Portal</p> <p>Blackboard Teleparent</p> <p>Student Grade Checks</p> <p>Progress Reports</p> <p>IEP Consultations</p> <p>IEP Meetings</p> <p>Pacing Calendars</p> <p>Benchmark Assessments</p> <p>Common Grading Scale</p> <p>Common Weighing Categories</p> <p>RCD Pre and Post Assessments</p> <p>Performance Tasks</p> <p>Constructed Response Questions</p>
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D2. Assessment and Accountability Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

Indicator: Teachers use appropriate formative and summative strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Prompt: *Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
<p>Teachers at Los Banos High School use a variety of formative assessments to collect feedback on student mastery and modify instructional practice. They use CELDT scores to determine the language proficiency of EL students. Also, they use quizzes, tests, reports, guided questions, worksheets, and common benchmarks to check for understanding. As our English and Math teachers continue to design their Rigorous Curriculum units based on the Common Core Standards, they are also incorporating common pre and post tests and performance tasks in each unit. In terms of summative assessments, our teachers use semester finals to check on the students' mastery of the standards covered during that semester. We value testing security and work with our teachers for effective proctoring, monitoring the use of electronic devices, and safety of test materials.</p> <p>In addition, we implement standardized tests such as AP, SAT, PSAT, ACT, CAHSEE, Smarter Balanced, CELDT, and ASVAB. All tests are administered in conjunction with the testing policies and procedures.</p>	<p>CELDT Assessment</p> <p>CAHSEE Assessment</p> <p>SAT / PSAT / ACT Assessment</p> <p>AP / ASVAB Assessment</p> <p>CAASPP Assessments</p> <p>Test Security Affidavits</p> <p>Proctor Trainings</p> <p>Testing Schedules</p> <p>Secure Test Materials Location</p>

Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the school wide learner outcomes, including those with special needs.

Prompt: *Evaluate how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.*

Findings	Supporting Evidence
<p>All content area departments implement common benchmark assessments. These assessments are based California Standards in each subject area. Historically, due to CST testing, these assessments have been mostly based on selected response questions such as multiple choice. During the last two years English and Math Departments have worked on creating benchmarks that are based on constructed response questions to emphasize literacy. These assessments also provide the students with clear rubrics to establish transparent grading.</p> <p>All other departments have been working on integrating constructed response questions in their assessments.</p> <p>In addition, students are assessed in a variety of ways to demonstrate their understanding of academic standards and preparedness for college and career readiness. Across the board, student participate in hands-on projects, presentations, academic writing, and critical reading. In their specific fields, students play instruments, create sculptures, participate in county exhibits, speech contents, cotton and meat judging, build wooden and metal structures, weld, paint, design, fix engines, sing in choirs, participate in lab projects, and write reports.</p> <p>Students also participate in California State Physical Fitness Testing and receive daily practice in their PE classes.</p> <p>Student with Individualized Education Plan receive additional support during assessments. Based on their IEP plan, they receive alternate testing site, extended time, preferential seating, reduced amount, or testing in small groups.</p> <p>Testing data is analyzed during PLC meetings and reflected on through Continuous Improvement Process. Teachers decide on instructional strategies based on the results and record it in the CIP binder.</p>	<p>Common Assessments</p> <p>CIP Binders</p> <p>Rubrics</p> <p>Performance Tasks</p> <p>Projects</p> <p>Performance Results</p> <p>Laboratory Plans</p> <p>Laboratory Reports</p> <p>PE Common Assessments</p> <p>California State Physical Fitness Testing Results</p> <p>IEP Documentation Including Modification Information</p> <p>504 Documentation</p> <p>Modified Assessments</p>

Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the school wide learner outcomes.*

Findings	Supporting Evidence
<p>Student in Online Course Program take the assessments developed by the course publisher, FuelEd. These assignments are based on content area standards and include selected response, constructed response, threaded discussion, and long form questions.</p>	<p>Online Course Program</p>

Curriculum-Embedded Assessments

Indicator: The school regularly examines standards-based curriculum-embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Prompt: *How effective are the standards-based curriculum-embedded assessments in English language and math and across other curricular areas as students apply their knowledge?*

Findings	Supporting Evidence
<p>The standards-based curriculum-embedded assessments across all curricular areas measure our students’ proficiency and determine the instructional pacing and strategies for our teachers. The results are analyzed during Continuous Improvement Process meetings at the end of each quarter. After collecting student performance data from quarterly benchmarks, teachers reflect on and analyze the data to identify patterns of success and improvement. The analysis looks at multiple variables such as performance based on language proficiency, performance based on question and standard. When teachers notice a correlation between areas if improvement and one of these variables, then they collaborate on a strategy to implement. This strategy becomes the action plan for the next quarter and the during the next CIP meeting, they measure its effectiveness.</p> <p>In addition, our students’ successes and needs are the deciding factors for decision process of instructional programs. We noticed an increasing amount of students who are receiving deficiencies in Integrated Math I and decided to place an intervention program for student with deficiencies during spring semester of this year. Student will be notified based on their grades and will participate in mandatory after school intervention on Tuesdays and Thursdays for one hour. Transportation will be provided.</p>	<p>Assessments</p> <p>CAHSEE</p> <p>Continuous Improvement Process Form</p> <p>After School Tutoring</p> <p>Mandatory Math Tutoring</p>

Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

Prompt: *How effective is student feedback in monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the school wide learner outcomes?*

Findings	Supporting Evidence
<p>Los Banos High School teachers collect student feedback in their classes through a variety of strategies which either verbally or written check for understanding. Teachers ask guided questions, check notebooks or binders, provide worksheets, implement assessments, and collaborative projects. The results of the feedback determine whether or not teachers need to revisit the objective.</p>	<p>Checking for Understanding</p> <p>Guided Practice</p> <p>Notebook/Binder Checks</p>

Modification of the Learning/Teaching Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

Findings	Supporting Evidence
<p>Teachers at Los Banos High School continually make decisions and changes in their instructional approaches based on the feedback collected from students daily. Also, on a quarterly basis, they formally analyze data collected from benchmark assessments as a part of the Continuous Improvement Process. Based on the data, they identify areas of improvement and select instructional strategies to be implemented. They reevaluate the data during the next quarter.</p> <p>Also, teachers use standardized test scores to make decisions on instructional approaches and curricular changes. Until last year, teachers were given disaggregated CST, CAHSEE, and CELDT data based on their class rosters to adjust their instruction and curriculum based on needs. During the transition to the next generation of assessments, they only have access to CAHSEE and CELDT scores. Additionally, AP teacher use test scores from previous years to make adjustments in their instruction.</p>	<p>CIP Binders</p> <p>Lesson Plans</p> <p>ABI Assessment Sores</p> <p>Collegeboard AP Scores</p> <p>PLC</p> <p>Standardized Assessment Data</p>

Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students’ progress toward meeting the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

Prompt: *Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.*

Findings	Supporting Evidence
<p>Los Banos High School has an integrated system to monitor all students’ progress toward meeting the academic standards, the college and career-readiness standards, and the school wide learner outcomes. Teachers are one part of this system as they continue to plan, deliver, assess, evaluate, and review instruction. They are in constant communication with the other parts of the system: counselors and case managers.</p> <p>Counselors working with the teachers continually monitor each student’s progress towards graduation and college-career readiness. They review student transcripts, arrange SST and parent-teacher meetings, create four-year plans, assist in master scheduling and balloting, provide workshops on college applications and financial aid, plan college and career weeks, and refer student to summer school or alternative educational settings. They also monitor each student’s credits, current grades, path toward graduation, and post-graduation plans. For each grading period, counselors review student grades, check D/F lists, and meet with students and parents to address academic concerns and explore students’ support needs.</p> <p>Case managers monitor the academic progress of their students and work with teachers and parents to make that the Individual Education Plans are implemented with fidelity. They arrange IEP team meetings and create goals, modifications, and accommodations. They develop the IEP plan using all the data from teachers and the parents. They assist the student with academic needs as well as behavior issues. They have access to their students’ grades and assignments through the use of ABI. They also teach Advantage classes where they closely monitor their students on a daily basis.</p> <p>Students who have not passed the Math or English portion of the CAHSEE are placed in CAHSEE intervention classes. Incoming freshmen who need reinforcement in Math are</p>	<p>IEP Meetings- Interim, Annual, Triennial, Transition</p> <p>Lesson Plans</p> <p>CIP Form</p> <p>Transcript Evaluation by Counselors</p> <p>Diploma Status Reports</p> <p>CSU/UC Eligibility Reports</p> <p>FAFSA workshops</p> <p>College Application Workshops</p> <p>Four Year Plan Workshops</p> <p>Registration/Balloting</p> <p>AP Potential though College board</p> <p>CAHSEE Intervention Classes</p> <p>ELD Program</p> <p>Graduation Status Letters</p>

<p>placed in Integrated Math 1 Intervention where they use Math 180. English Language Learners who scored a 1 or 2 on CELDT are placed into an ELD block if they have been here for two years or less. If they scored 3 on CELDT, they are placed in an intervention class titled Reading 9/10.</p>	<p>Read 180 Math 180</p>
<p>On a yearly basis, parents receive a letter concerning the graduation status of their students. There is also an administrator overseeing the placement and monitoring of EL students as well as another administrator in charge of AP testing and instruction. AP Scores are monitored through Collegeboard after the AP assessments have been administered to students. Through other assessments such as the PSAT, counselors and AP Coordinators are able to utilize AP Potential, which uses the students' PSAT scores and determines their potential to achieve highly in an AP class and which areas.</p>	<p>Reading 9/10</p>

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Los Banos High School has an effective system that ensures all students' progress toward meeting the academic standards as well as college and career readiness. Teachers, counselors, case managers, and administrators work as a team to ensure achievement for all students. Teachers periodically collect feedback from students and analyze assessment data to inform instruction. Counselors review students' transcripts for graduation and provide assistance in college and career readiness. Case managers ensure that accommodations and modifications in IEPs are implemented across the board.</p>	<p>504 Documentation ABI Assessment Scores AERIES Browser Interface (ABI) AP / ASVAB Assessment AP Potential through College board Benchmark Assessments Blackboard Teleparent CAASPP Assessments CAHSEE Assessment CAHSEE Intervention Classes California State Physical Fitness Testing Results CELDT Assessment Checking for Understanding CIP Binders College Application Workshops</p>

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Assessments are the accountability and measuring pieces of address our critical learner needs.</p> <p>Data collected from curriculum-embedded assessments is analyzed during PLC meetings to identify areas of strength and improvement. The results are used to make decisions and changes in the curricular and instructional approaches. They inform the teachers about the progress of all students toward meeting the college and career readiness of our students.</p> <p>Furthermore, results of standardized testing is analyzes to make decisions regarding instructional practices. CAHSEE intervention teachers analyze the results to identify gaps in students’ performance and create a curriculum. Freshmen and sophomore teachers analyze the results to identify the areas that have traditionally been difficult for the majority of the students. Likewise, AP teachers analyze released questions and scores to make decisions about curriculum and pacing. English and Math Departments review the released EAP guides to prepare our students for the expectations of the test.</p> <p>Our teachers also utilize CELDT test scores to identify the needs and skills of our Limited English Proficient students.</p> <p>Our CTE teachers utilize real life projects to measure the career readiness of their students.</p>	<ul style="list-style-type: none"> Collegeboard AP Scores Common Assessments Common Grading Scale Continuous Improvement Process Forms CSU/UC Eligibility Reports Diploma Status Reports District Grading Policies ELD Program Graduation Status Letters IEP Meetings- Interim, Annual, Triennial, Transition Math 180 Modified Assessments Online Course Program Parent Portal PE Common Assessments PLC Pre and Post Assessments Proctor Trainings Progress Reports Projects Rubrics SAT / PSAT / ACT Assessment Secure Test Materials Location Standardized Assessment Data Student Grade Checks Test Security Affidavits Testing Schedules Transcript Evaluation by Counselors Transcript Reviews

D3. Assessment and Accountability Criterion

The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

Indicators with Prompts

Assessment and Monitoring Process

Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
<p>Los Banos High School works with all stakeholders in assessment and monitoring of student progress. The district and the board receive periodic updates from the principal concerning standardized assessment results, grade averages, and graduation status. The staff also receives information on the results of standardized testing results and graduation rates during meetings and through email. The Leadership Team analyze standardized test scores during meetings. This data is also shared with members of the School Site Council and English Learners Advisory Committee. Students are informed about their grades four times a semester officially and also have the option of receiving weekly grade checks every Friday. Most teachers also post updated grades in their classrooms for quicker access. Parents have access to the grades and test scores online at any time through the use of ABI. Also, standardized test scores are mailed to the parents when they arrive. In addition, School Accountability Report Card is posted on the school website for business and industry access. Once a year, our principal also informs the local leaders by talking at the local Rotary Club.</p>	<p>SPSA/LCAP Plan</p> <p>School Site Council/ELAC agendas</p> <p>Leadership meeting Agendas</p> <p>Diploma Status Binders</p> <p>Counseling Notes</p> <p>School Accountability Card</p>

Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
<p>Our online credit recovery program is offered on campus during 6th period. These students have complete access to state-mandated tests as well as reporting.</p>	<p>Online Course Program</p>

Reporting Student Progress

Indicator: There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

Prompt: *Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.*

Findings	Supporting Evidence
<p>Los Banos High School has an effective reporting process to inform all stake-holders about the achievement of academic standards and the college and career readiness. Our performance data is shared with all stakeholders during School Site Council, English Learner Advisory Committee, Leadership, Staff and Department PLC, board presentations, and parent meetings. In addition, parents have an always on access to students' attendance and grade using the ABI platform. Counselors are also continually monitoring students' success, and reporting the results to the parents and the students as well. Case managers also inform the parents and the students concerning the IEP goals and accommodations of students as well their performance in academic standards.</p>	<p>School Site Council Meetings</p> <p>ELAC Meetings</p> <p>Leadership Team Meetings</p> <p>Staff Meetings</p> <p>Board Presentations</p>

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Los Banos High School has effective processes to monitor the progress of each student and report this information to teachers, parents, students, district, board, and the local community.</p>	<p>School Website</p> <p>School Accountability Report Card</p>

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Los Banos High School informs all stakeholders on the performance of our students in academic standards. Our CAHSEE, CELDT, and EAP scores are communicated with students and parents as soon as they arrive and mailed home. Our AP scores are shared with the parents on AP Informational night.</p>	<p>Parent Letters</p> <p>Board Presentations</p> <p>School Site Council Meetings</p>

D4. Assessment and Accountability Criterion

The assessment of student achievement in relation to the academic standards, the college- and career-readiness standards, and the school wide learner outcomes drives the school’s program, its evaluation and improvement, and the allocation and usage of resources.

Indicators with Prompts

Modifications Based on Assessment Results

Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>Los Banos High School previously used student CST assessment result to develop activities and make changes in the school program to improve instruction and professional practices. Los Banos High School currently uses the CAHSEE results, progress reports, quarterly report cards and CELDT assessments. Results are mailed home to families and communicated to students.</p> <p>Staff at Los Banos High School and the district office access Data Driven and generate reports to evaluate student achievement on assessments such as CST, CELDT, and CAHSEE. During standardized tests, such as CST, EAP, SBACC, CAHSEE, CELDT teachers go through a training and follow strict standardized guidelines to make sure that the integrity of the tests are upheld. This falls into the category of professional development for assessments. Data returned from assessments such as benchmarks, CST, EAP, CAHSEE, CELDT, and AP are closely examined by Administration and staff to determine the strengths and weaknesses of the previous curriculum year and pacing to determine what must be changed or preserved for the upcoming year.</p> <p>Teams of English and Math teachers have been created and worked to develop the RCD (Rigorous Curriculum Design) material. Trainings were offered and funds were allocated for new common core textbook adoptions as well as the development of common rubrics which are school-wide</p>	<p>District Reports</p> <p>Student Transcripts</p> <p>ABI/AERIES Browser Interface</p> <p>Data Driven</p> <p>Assessment Training</p> <p>CIP/PLC</p> <p>Common Core Rigorous Curriculum Design teams in English and Math</p> <p>Professional Development in Common Core Standards</p>

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Los Banos High School has meetings set up to discuss and review the effectiveness of data driven instruction with the review of assessments. Time is set out during Professional Learning Communities to discuss, analyze, and evaluate assessments and determine ways in which to improve instruction and the instructional program based on the results. Collaborative time is set to create rubrics that will effectively show growth towards proficiency and advancement towards the standards.</p>	<p>Intensive Math Tutoring</p> <p>After School Tutoring</p> <p>Intervention Classes</p>

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>All our initiatives at LBHS are aimed at improving our critical learner needs. Based on assessment data and staff input, research-based programs and professional development sessions are selected to target our critical learning areas. Therefore, the following are some examples of programs and professional development sessions that have been offered so far: Read 180, Math 180, ELD, Bilingual Instructional Aide, CAHSEE Math, After School Tutoring, History Alive, Reading Like a Historian, RCD Units, Instructional Rounds, PLC, CIP, Brainhoney LMS, Google Apps, Mobile Ipad Carts, ABI Online Gradebook, Ag Pathways, ROP, and AP courses.</p>	<p>School Site Council/ELAC agendas</p> <p>Leadership meeting Agendas</p> <p>Diploma Status Binders</p> <p>Counseling Notes</p> <p>School Accountability Card</p> <p>School Site Council Meetings</p> <p>ELAC Meetings</p> <p>Leadership Team Meetings</p> <p>Staff Meetings</p> <p>Board Presentations</p> <p>School Accountability Report Card</p> <p>School Website</p>

WASC Category D. Strengths and Growth Needs

Standards-based Student Learning: Assessment and Accountability:

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Effective assessment processes including multiple types of formative and summative assessments
- Effective methods to grade students including common grading policies and rubrics
- Effective processes to carry out secure state and local testing
- Effective curriculum-embedded assessments in ELA and Math including pre and post assessments and performance tasks
- Using Continuous Improvement Process to collect and analyze assessment data
- Multiple systems to monitor students' progress toward meeting academic standards, graduation requirements, and college readiness
- Multiple methods to communicate students' progress with all stakeholders using web, social media, and print
- Identifying and allocating resources to address critical learner needs

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Improve integrating school wide learner outcomes in student feedback
- Improve systems to monitor career readiness and school wide learner outcomes
- Improve communicating the school wide learner outcomes with all stakeholders

E1. School Culture and Student Support Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs and online students.

Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<p><u>ABI</u></p> <p>Parents and case managers have online access to students' gradebook, missing assignments, and attendance through the use of Aeries Browser Interface (ABI.) Parents use the same login information given to them at Los Banos Junior High. New students and lost passwords are given login information through a personal visit to the school by the parent.</p> <p>Teachers also use this online gradebook which makes it possible to update grades from work or home.</p>	<p>ABI printouts</p>
<p><u>SSC</u></p> <p>School Site Council meets seven times a year and is open to all stakeholders. The council consists of a president, a vice president, a secretary, students, teachers and administration representation. These meetings are an essential part of sharing information with all stakeholders and receiving input for the decision making process. During these meetings, the participants examine issues, provide feedback and recommendations, review funding of categorical programs, and vote on items that require attention.</p>	<p>SSC Agendas</p>
<p><u>Teleparent</u></p> <p>TeleParent is a web-based automated phone messaging system. Administration uses it send messages regarding important events and dates.</p> <p>Teachers use it to either send a message to an individual</p>	<p>Phone call log printout</p>

<p>student or to announce class events. This tool enables the parents to stay in touch with school activities as well as student's progress. It also keeps track of whether or nor the message was delivered and if it was an answering machine or a person who picked up the call.</p>	
<p><u>ELAC</u> English Learners Advisory Committee is dedicated to share information and collect input from parents of English Learners. Parents are provided information on our ELD classes, redesignation process, CELDT testing, A-G requirements, class balloting, importance of attendance, and budget updates.</p>	<p>ELAC agendas</p>
<p><u>Progress Reports</u> Los Banos High School sends home eight progress reports throughout the year. These are quarter deficiencies, quarter grades, and semester grades. Only students with D and F grades receive quarter deficiencies. Teachers are encouraged to leave comments on the reports for failing grades. Additionally, upon the request of a coach, student, counselor, or a parent, student can also receive weekly grade reports from their teacher by picking up a blank form from the main office and having their teachers fill the out on Fridays. Also, some teachers post weekly grade updates in their classrooms.</p>	<p>Weekly grade reports in the Main Office</p>
<p><u>ESL Classes</u> LBHS also offers free ESL classes to adults on Tuesdays and Thursday in the afternoon. These classes are open to any interested parent and provided through the Rosetta Stone program.</p>	<p>Adult sign-in sheets</p>
<p><u>Back to School Night</u> LBHS invites the parents of our students to the Back to School Night to visit the classrooms and meet the teachers. This event is usually held second week of school. After a welcoming speech and a quick overview, parents are invited to visit each classroom in their child's schedule. Parents get a chance to meet with teachers and ask questions concerning the syllabus, pacing, assessment, and other related policies.</p>	<p>Back to School Night Agenda</p>
<p><u>Freshmen Orientation Night</u> Usually during the first week of December, parents of incoming freshmen students are invited to a quick informational meeting where they get to receive information about school programs, A-G requirements, Advanced</p>	<p>Freshmen Orientation Night Agenda</p>

<p>Placement classes, and clubs. They also get a chance to meet the department chairs to ask any questions related to class requirements and balloting support.</p> <p><u>AP Program Information Night</u> In January, all parents and students are invited to an informational night to learn more about the AP program at LBHS. After a review of the program, parents visit the AP classes to meet with the teachers and receive information regarding the curriculum and the expectations.</p> <p><u>EL Recognition Night</u> In April, parents of our English Learners are invited to a celebratory night during which they receive recognition awards in various categories such as attendance, academic performance, discipline, school spirit, and improvement. The students are nominated by classroom teachers. After an inspiring speech by a guest speaker, the students receive their awards and then treated to light refreshments.</p> <p><u>College Information Night</u> During our College Week, parents and students are invited to an informational evening seminar to meet and listen to a presentation given by a CSU recruiter. This is an opportunity for our parents and students to receive first hand information on the college application process.</p> <p><u>Special Education Services</u> Students with 504 or IEP plans are assigned a case manager who monitors their academic and social well-being. Case managers are in constant communication with teachers and parents. They inform the teachers about any modification and accommodations and organize IEP meetings.</p>	<p>AP Program Night Agenda</p> <p>EL Recognition Night Agenda</p> <p>College Information Night Agenda</p>
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Use of Community Resources

Indicator: The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

Prompt: *How effective is the school use of community resources to support students?*

Findings	Supporting Evidence
<p><u>Work Experience and ROP Classes</u> LBHS offers our student an opportunity to connect and work</p>	<p>Master Schedule</p>

<p>with local businesses through our Work Experience and ROP Classes.</p> <p>The Work Experience class teacher approves, supervises, and monitors students who have found jobs and applied for a work permit. Students report to their work site during 5th and 6th period. ROP Marketing, Medical Occupations, and Foundations in Education classes places students at local businesses, hospitals, clinics, and schools during a block period.</p> <p><u>Health and Counseling Services</u></p> <p>When requested by a parent, Los Banos High School provides information to the parents and the students on how to connect with local health and counseling services such as drug and alcohol and family counseling services.</p> <p><u>Student Projects</u></p> <p>LBHS Agriculture and Art Departments use the local spring fair to display student work in welding, animal husbandry, photography, painting, and sculpture to the community and enter them in local competitions.</p>	<p>Referral form</p>
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Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/school wide learner outcomes through the curricular/co-curricular program.

Prompt: *Determine the adequacy and effectiveness of the school’s strategies to ensure that parents and school community understand student achievement of the academic standards/school wide learner outcomes through the curricular/co-curricular program.*

Findings	Supporting Evidence
<p>Los Banos High School has effective programs to ensure that parents and community understand the student achievement and academic standards.</p> <p>Parents are invited to meet the staff and visit the classrooms on Back to School Night. This is an opportunity to learn about the academic and behavior expectations of teachers.</p> <p>Parents of incoming freshmen students are invited to an after school seminar in October to learn about our offerings, A-G and graduation requirements, balloting process, and meet the department chairs.</p> <p>We also have monthly ELAC and School Site Council meetings to inform our parents about school programs and our budget.</p> <p>Our athletes are recognized twice a year at Fall and Spring</p>	<p>Back to School Night Agenda</p> <p>School Site Council Agendas</p> <p>ELAC Agendas</p> <p>Academic Block Awards Night Agenda</p> <p>Scholarship Awards Night Agenda</p>

<p>Sports Awards nights.</p> <p>We also host Academic Block Awards Night in April, Scholarship Awards Night, and EL Recognition Award Night in May to recognize the achievements of our students and their parents. Also, parents are an essential part of a student Individual Education Plan during its preparation and monitoring. Parents of general education students are invited to parent-teacher meetings and contacted by our counselors continually to introduce, review, or reemphasize academic requirements and expectations of courses.</p>	<p>EL Recognition Night Agenda</p>
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Additional Online Instruction Prompt: *Evaluate the school’s processes to ensure that parents understand the expectations for the online instruction in relation to the desired student achievement and to review and counsel families for whom the selected online instruction format may not be the best match.*

Findings	Supporting Evidence
<p>Our counselors meet with each student enrolled in our Online Course Program to make sure that the student and the parent understand the expectations. Also, our teacher who supervises the program is in constant communication with the students and their parents for any questions.</p>	<p>Online Course Program</p>

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Los Banos High School effectively implements strategies and processes for the involvement of family, business, industry, and the community. We also connect our students with local businesses and professional services. There are multiple opportunities for parents and the community to understand the expected student achievement standards and school wide learner outcomes.</p>	<p>ABI printouts SSC Agendas ELAC agendas Weekly grade reports in the Main Office Adult sign-in sheets Freshmen Orientation Night agenda Back to School Night agenda School Site Council agendas</p>

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Our ability to improve areas of critical learner needs depends on us working together with all stakeholders. We are raising</p>	<p>ELAC agendas Academic Block Awards Night</p>

<p>awareness of CAHSEE testing, graduation, and college/career readiness among all parents through informational nights and committees. We are working with our case managers to provide the necessary services for students with special needs. We are working with our community to provide work experience and scholarships to our students. We are partnering with local resources to provide options for health and addiction referral services.</p>	<p>agenda Scholarship Awards Night agenda agenda AP Program Night agenda EL Recognition Night agenda College Information Night agenda Back to School Night Agenda</p>
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E2. School Culture and Student Support Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including Internet safety.

Prompt: *Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for Internet safety.*

Findings	Supporting Evidence
<p>At Los Banos High School, our students' safety is our top priority. We have four full-time and two part-time campus security officers assigned at various locations during school hours. In addition, we have 16 working cameras surveying different parts of the school continuously. Administration and counselors also supervise the campus during lunch, break, before and after school in their designated areas. We also have an on campus School Resource Officer (SRO) who works with administration to supervise campus security as well as working with our students to make better decisions. In addition, we also have a Probation Officer (PO) who meets with students on probation on a regular basis and monitor their attendance, academics, and discipline.</p>	<p>Site Safety Plan</p> <p>School Resource Officer</p> <p>Campus Security Personnel</p> <p>Probation Officer</p> <p>In-House Detention</p>
<p>Also, we have a designated room for all-day, partial, and period detentions. These students have been removed from class for disciplinary issues that are not severe enough to be sent home. We have a full-time classified employee to supervise the detention room.</p>	<p>Internet Filtering</p> <p>Acceptable Computer and Internet Use Agreement</p>
<p>Our School Resource Officer also assists administration in home visits to check on a chronically absent student or if the school has not been able to make contact with a parent through other channels.</p>	<p>Custodial Services</p> <p>Dress Code</p>
<p>We have a clear and well communicated discipline and dress code policy. At the beginning of the school year, we have an assembly where each class gets reintroduced and reminded</p>	<p>Electronic Device Policy</p> <p>Tardy Policy</p>

<p>of the discipline code and expectations. Our goal is to make a positive change in each student. Therefore, we have tiered our discipline code to allow opportunities for change. For offenses such as disruption, defiance, cheating, plagiarism, truancy, dress code violation, and electronic device policy violation, students face progressive consequences ranging from in-class interventions, parent contact, counselor intervention, learning director intervention to assistant principal intervention.</p> <p>Our campus received an overall rating of Good in our most recent FIT report. We have six custodians working during different times of the day and on the weekends to ensure the cleanliness of our campus.</p> <p>We have well-defined and clear emergency procedures in place for fire, earthquake, bomb-threat, active shooter, and lockdown situations. There are monthly drills for active shooter, twice a year drills fire, and once a year drills for earthquake, bomb-threat, and lockdown. Every two years, we also participate in a full evacuation drill. These procedures are shared with our staff every year and reviewed annually by the School Site Council.</p> <p>Our network and access to the Internet is filtered through our IT department to prevent unwanted and inappropriate content. Staff reviews and signs a Computer and Internet Use Agreement every year. Students and parents receive a Computer and Internet Use policy as a part of the handbook every year. If they want to opt their child out of computer and Internet use, the handbook provides them a statement to sign and return back to school.</p>	<p>Attendance Policy</p> <p>Discipline Policy</p> <p>Emergency Policies</p> <p>Staff Handbook</p> <p>FIT Report</p> <p>Emergency Drills</p>
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High Expectations/Concern for Students

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Prompt: *Evaluate the school’s work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

Findings	Supporting Evidence
<p>Los Banos High School emphasizes high expectations and a positive school culture to enrich our students’ lives. Our Associated Student Body (ASB) provides a platform for our students to have a voice in student government and</p>	<p>Class Assemblies</p>

<p>leadership. Throughout the school year, ASB collects student input and organizes assemblies, dances, homecoming activities, and assists in clubs in activities.</p> <p>PBIS is an approach for establishing a social culture that includes different intensities of support for our students. The goal is to create an environment for students to be both socially and academically successful. It is a process of actively teaching behavioral expectations in the same manner as any core curriculum subject. PBIS is a proactive approach.</p> <p>LBHS has established a committee made up of teachers, counselors, SPED department rep, and Learning Director. The committee is collecting data regarding school issues, as well as staff and student input, and establishing a set of consequences that are clear and consistent throughout the school.</p> <p>The committee is in its training year, creating a behavior matrix and teaching modules, along with procedures. It is continuing to include staff and students as it goes through this process. Next year will be implementation year.</p>	<p>Homecoming Rally</p> <p>Winter Formal Dance</p> <p>Sadie Hawkins Dance</p> <p>Freshmen Reception</p> <p>Prom</p> <p>Clubs and Athletic Teams</p> <p>PBIS</p> <p>Progressive Discipline Policy</p>
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Atmosphere of Trust, Respect and Professionalism

Indicator: The school has an atmosphere of trust, respect, and professionalism.

Prompt: *To what degree is there evidence of an atmosphere of trust, respect, and professionalism?*

Findings	Supporting Evidence
<p>According to the staff survey, 94% of our staff considers LBHS a safe place for students to learn and staff to work. Also, 86% of the staff expressed that LBHS is a supportive and inviting place to work and provides adequate benefits. Furthermore, 78% stated that LBHS promotes trust and collegiality among staff.</p> <p>According to the parent satisfaction survey, 78% expressed that office staff is very polite, helpful, and professional. Also, 74% expressed that LBHS is a safe place for students.</p> <p>Since 2012-2013 school year, LBHS has been implementing the Instructional Rounds (IR) process to empower staff in monitoring the instructional practices used on site. Currently, IR teams consist of 10 teachers and two administrators. During each round, the teams change to allow participation by different teachers. The ultimate goal is to have IR as a</p>	<p>Healthy Kids Survey</p> <p>Staff Survey</p> <p>Parents Survey</p> <p>Instructional Rounds</p> <p>Staff Meetings</p> <p>Professional Learning</p>

<p>teacher driven process. This is a non-evaluative process to take a snapshot of the learning activities occurring in classes on a given day. In the beginning, based on data and staff input, the leadership team decided on a problem of practice for our school. The purpose of the rounds has been measuring the state of the problem of practice and suggest short-term and long-term goals. These goals are shared with the staff for implementation and input. This process fosters respect and professionalism among staff as they visit each other's classes to observe instructional practices only. As each teacher get a turn in the rounds, they get a chance to see other teachers in action.</p> <p>LBHS offers various platforms to foster staff collegiality: regular staff meetings, department PLCs, professional development days, and staff appreciation luncheon.</p> <p>Another indication of our atmosphere of trust and professionalism is the California Healthy Kids Survey. According to the results, 82% of freshmen and 84% of juniors stated that at our school there is a teacher or some other adult who really cares about them, notices their absence, and listens to them.</p>	<p>Communities</p> <p>Staff Appreciation Luncheon</p>
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Los Banos High School has existing policies and regulations to ensure a safe, clean, and orderly campus. We have high expectations for students and we care about each one in an atmosphere of trust, respect, and professionalism.</p>	<p>Acceptable Computer and Internet Use Agreement Attendance Policy Campus Security Personnel Class Assemblies Clubs and Athletic Teams Custodial Services Discipline Policy Dress Code Electronic Device Policy Emergency Drills Emergency Policies FIT Report Freshmen Reception Healthy Kids Survey Homecoming Rally</p>

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>The critical learner needs for LBHS are based on improving learning for all students. An atmosphere of caring, concern, and high expectations is the foundation for effective learning to happen. Teachers share data and strategies in a professional manner with trust and respect for each other. In a positive environment, students participate more and engage with the content. Our clubs celebrate and nurture individual differences. Our assemblies raise the school spirit and our staff work diligently to assist our students.</p>	<p>PBIS Probation Officer Professional Learning Communities Progressive Discipline Policy Prom Sadie Hawkins Dance School Resource Officer Site Safety Plan Staff Appreciation Luncheon Staff Handbook Staff Meetings Staff Survey Winter Formal Dance</p>

E3 & E4. School Culture and Student Support Criteria

All students receive appropriate support along with an individualized learning plan to help ensure academic and college- and career-readiness success.

Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

Indicators with Prompts

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Prompt: *Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.*

Findings	Supporting Evidence
<p><u>Career and Personal Counseling / Academic Assistance</u></p> <p>LBHS currently has three full-time counselors. Our counselors are continuously meeting with students and parents for transcript review, college advisement, credit deficiency, schedule change, behavioral and emotional needs. Counselors create four-year plans for each student during class visits in September. If a student falls behind in credits, counselors arrange a meeting to discuss alternatives with the student and the parent.</p> <p>In addition, our counselors also provide workshops for FAFSA, CalSOAP, and CSUMentor throughout the year.</p> <p>College admissions representatives are invited to LBHS during College Week to provide information to our students and answer their questions regarding requirements, application, and enrollment. Students visit the representatives during English classes and lunch.</p> <p>In addition, we have a Career Center where students can receive assistance concerning career choices and school options. During their sophomore year, students complete a career project in their English courses.</p> <p>Our career advisor provides the students with diagnostic career questionnaires and then guides them through a process of research where they find out the educational</p>	<p>FAFSA, CalSOAP, and CSUmentor Workshops</p> <p>College Week</p> <p>Career Week</p> <p>Work Experience</p> <p>ROP Courses</p> <p>Ag Pathways</p> <p>Four Year Plans</p> <p>Onsite Counseling</p> <p>Career Center</p>

<p>requirements for their selected career.</p> <p>Finally, they incorporate their findings into a research paper for their English classes.</p> <p>Throughout the year, as our teachers and counselors monitor students' academic performance, they initiated Student Study Team (SST) meetings when a student is under performing in one or more than one classes. Student's counselor, parents/guardian, teacher, school psychologist, school nurse, the learning director, and the student attend this meeting where after reviewing his attendance, cumulative file, and grades, the team makes a decision on the next steps to help the student. Based on the findings, the result can be a referral for further assessment of learning skills, implementing weekly grade checks, and attending tutoring sessions offered after school Monday through Thursdays. Similarly, when a student reaches 10 demerits, we implement a Behavioral Student Study Team Meeting (BSST) to identify possible causes of misbehavior. Student' parents, counselor, school psychologist, an administrator, and the student attend this meeting. Based on the findings the student might be referred for further testing and the parents might be presented with local resources.</p> <p>In order to help our students academically, Los Banos High School also offers after school tutoring Mondays through Thursdays in the school library. Mondays and Wednesday students can stop by for tutoring in English and Social Sciences and assisted by one of our credentialed teachers. On Tuesdays and Thursdays, they stay for tutoring in Math and Science. Also, we offer intensive CAHSEE prep sessions after school during the week before testing. Not only existing students, but also our alumni who still need to pass the test are invited to these sessions.</p> <p>We also offer intervention classes in Math and English in our master schedule to students who are selected by their counselors and teachers to be receive additional instruction. We are using Math 180 and CAHSEE Intervention materials in these classes.</p> <p>As an academic assistance for our English Learners, LBHS offers a bilingual aide and intervention classes. Our EL students, who are at CELDT level 1 or 2, receive ELD and ELA instruction during 1st and 2nd period. Then, they join the mainstream population with assistance from a bilingual aide who attends classes with them.</p>	<p>Career Center</p> <p>Student Study Team Meetings</p> <p>Behavioral Student Study Team Meetings</p> <p>After School Tutoring</p> <p>CAHSEE Prep Academies</p> <p>Math and English Intervention Classes</p> <p>ELD Program</p>
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<p>Our EL students with a CELDT score of 3, attend mainstream ELA classes, but also attend either CAHSEE Language Arts or Reading 9/10 intervention classes for extended support. EL students with a CELDT score of 4 or 5 are in mainstream classes with close monitoring of their performance.</p>	<p>Bilingual Instructional Aide</p>
<p><u>Individualized Learning Plan</u></p>	<p>Special Education Services</p>
<p>Individualized Learning Plan or Individualized Education Plan (IEP) is one of the services that LBHS Special Education Department offers to our students with special needs. Currently, LBHS has six case managers serving 141 students with special needs. Our case managers closely monitor these students' academic progress and behavior by meeting with them everyday during Advantage class and by communicating with their teachers and parents regularly. Case managers also have access to ABI gradebook to see the grades and the missing assignments of each student on their case load. They periodically arrange annual IEP meetings where the student's parents, counselor, general Ed teacher, and case manager attend to discuss the IEP goals and accommodations and revise them if necessary. Students who were referred through the SST process and the school psychologist are assigned their case manager and an initial IEP is arranged immediately.</p>	
<p><u>504 Plans</u></p>	
<p>Student who do not qualify for special education services but have disabilities receive accommodations to support them in general education classes.</p>	
<p><u>Health Referrals</u></p>	<p>SST Meetings</p>
<p>LBHS staff works closely with our nurse and school psychologist to refer any student not only for physical injuries, but also emotional concerns as well. As our nurse handles physical injuries, our counselors and psychologist assess referred students for learning disabilities or threat for harming oneself or others.</p>	
<p>Based on the findings, students are referred for treatment at local clinics or Merced. For continuous support, Merced Mental Health Services also has a therapist assigned to our school twice a week to meet with referred students. In addition, our school psychologist meets with our students as well.</p>	<p>Threat Assessment Meetings</p>

Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
<p>The Online Course Program is either a sixth or seventh program offering, and the student are on campus for the rest of the day. They are a part of our population which enables them to benefit all the services.</p>	<p>Counselor Meetings</p>

Direct Connections

Indicator: The school demonstrates direct connections between academic standards, college- and career-readiness standards, and school wide learner outcomes, and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

Prompt: *Evaluate the ways that there are direct connections between academic standards, college- and career-readiness standards, and school wide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.*

Findings	Supporting Evidence
<p>In order to better serve our students and their families, Los Banos High School offers information about the following community resources:</p> <ul style="list-style-type: none"> ● Golden Valley Health Clinic ● Recovery Assistance for Teens ● Merced County Mental Health Clinics ● Westside Family Service Center ● Life Arrow Behavioral Services Center ● Valley Crisis Center ● Knowledge Saves Lives 	<p>SST Meetings</p> <p>BSST Meetings</p> <p>Student Referrals</p>

Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and school wide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
<p>Los Banos High School offers personalized approaches to learning through various classes. This process begins for incoming freshmen when they are 8th graders and repeats every December. Counselors review our course offerings, the graduation, and A-G requirements with each class and guide the students in creating a personalized 4-year plan. After students select their classes, these ballots are sent home for parental approval. Then, our counselors review each student’s ballot and place them in courses based on their choices as well as their academic needs.</p>	<p>Counselor Class Visits</p> <p>Personalized Four Year Plans</p> <p>Freshmen Orientations</p> <p>Course Balloting</p>
<p>At each grading window, counselors review transcripts and identify student who have gotten off track. They arrange a meeting with the student and the parent to discuss possible redirection option to an alternative education setting. Our goal is to help these students to succeed and then join us when they are back on track.</p>	<p>Transcript Reviews</p> <p>Graduation Status Letters</p>
<p>Our teachers are also very involved in monitoring the success of their students. As they update their grades, they refer students for Student Study Team meetings if they notice a negative pattern in behavior or academics. As a result, the student receives further intervention and assessment if necessary.</p>	<p>Student Study Teams</p>
<p>Research has shown that consistent attendance plays an important part in student success. Our learning director, review student attendance on a monthly basis and implements a tiered intervention when there are unexcused gaps. The intervention begins with a meeting with the student, continues with meetings with the parents and a referral to the School Attendance Review Board (SARB) unless the pattern changes.</p>	<p>Attendance Reviews</p> <p>Student Attendance Review Board</p>

<p>Our teachers also recognize the needs of our EL students in their content classes. Using various Specially Designed Academic Instruction in English (SDAIE) strategies, they differentiate their content to individualize instruction.</p>	<p>SDAIE Strategies</p>
<p>During the staff orientation at the beginning of the school year, teachers receive binders containing their class rosters, CELDT levels, medical conditions, and IEP accommodations of their students. These binders are updates as students join or leave from their classes. Teachers refer to these binders to differentiate and individualize instruction.</p>	<p>Student Information Binders</p>
<p>In addition, we offer ten AP classes and three Honors classes to address the needs of our students. Student ballot for these classes and complete an AP program application form. Also, they are invited with their parents to an informational AP program night to learn more about the program and meet the teachers.</p>	<p>AP Program Offerings</p>
<p>LBHS also offers five ROP classes and four AG Pathways to our students interested in a career oriented instruction. Student complete an AG Pathway application during balloting and get their parents' approval before submitting the form.</p>	<p>ROP Courses Ag Pathways</p>

Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
<p>Students assigned to Online Course Program meet with their counselors to learn about the expectations. They also have a teacher to monitor their progress and assist with their questions.</p>	<p>Counselor Meetings</p>

Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Prompt: *Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.*

Findings	Supporting Evidence
<p>Identification of under-performing or struggling students happens regularly by teachers and counselors.</p> <p>During master scheduling, counselors refer to grades and teacher recommendations to determine who to enroll in our intervention classes.</p> <p>As the year begins, counselors review teachers input and student grades to make changes and transfer more students to intervention classes if necessary. This process begins with a referral of the student for an SST meeting either by the teachers or the counselor. The team members who are consisted of the student’s counselor, parents, teacher, administrator, and if necessary, the school nurse and psychologist. After reviewing all the data, the team makes a decision on the type of intervention.</p> <p>English Learners are placed in intervention classes based on their CELDT scores. Students with a CELDT score of 1 or 2 are placed in an ELA/ELD block and accompanied by a bilingual aide in content classes. Student with a CELDT score of 3, enroll in mainstream ELA classes and in an intervention course. Students with a CELDT score of 4 or 5 are enrolled in mainstream classes unless a review of their grades indicate that they need additional help.</p> <p>Our athletes are expected to average a GPA of 2.0 at every grading term if they want to play. They also complete weekly grade checks for their coaches.</p> <p>Los Banos Unified School District also offers a six-week Summer School program to assist students with remediation and acceleration. Student are placed in Summer School classes after meeting with their counselors.</p> <p>They are explained the expectations of Summer School.</p> <p>Students can earn up to ten credits in six weeks provided that they attend everyday.</p>	<p>Student Assessment Data Review</p> <p>Los Banos Junior High School Input</p> <p>Teacher Review of Master Schedule</p> <p>SST Meetings</p> <p>CELDT Data Review</p> <p>ELD Program</p> <p>Bilingual Instructional Aide</p> <p>Weekly Grade Checks</p> <p>Summer School Program</p>

Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
Students in the Online Course Program attend that class in a computer lab containing one-to-one machines with Internet access. They are selected based on the number of credits they need to recover.	Counselor Placement

Equal Access to Curriculum and Support

Indicator: All students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: *What have you learned about the accessibility of a challenging, relevant, and coherent curriculum? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? Evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement.*

Findings	Supporting Evidence
Los Banos High School creates the master schedule based on the needs of our students. In addition to offering intervention classes for ELD and struggling students, we also offer acceleration classes such as Integrated Math I-II which cover two classes in one year. Also, to meet the needs to our students who would like to take electives while they participate in AP classes, we offer zero period AP Biology, zero period Football Conditioning, zero period Drivers Education, and seventh period Jazz Ensemble.	Master Schedule ELD Program Intervention Classes Zero Period AP Biology Class
Student who need to take an Ag course during the regular school year, also enroll in Summer School to take Geography which gives them an extra period during regular school year to take an elective.	Zero Period Football Conditioning Class 7th Period Jazz Ensemble Class Summer School Program Zero Period Drivers Education

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

Prompt: *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the school wide learner outcomes. How effective are these efforts?*

Findings	Supporting Evidence
<p>Los Banos High School has a full-time Athletic Coordinator to oversee the athletic events and coordinates the teams. Our sports teams also participate in community events to raise awareness and funds. Los Banos High offers Cross Country, Football, Girls Tennis, Boys Soccer, Volleyball, Water Polo, and Girls Golf in the fall; Wrestling, Boys Basketball, and Girls Basketball in the winter; and Baseball, Softball, Track, Swimming, Diving, Boys Tennis, Boys Golf, and Girls Soccer in spring. We have 426 athletes of whom 105 have 3.5 GPA or higher.</p> <p>We also have freshmen, junior varsity, and varsity cheer squads who raise school spirit at the games, events, and assemblies.</p> <p>There are also 27 clubs on campus serving students of various interests. Throughout the year, various clubs participate in fund raising for non-profit organizations and local charities.</p> <p>Los Banos High School Band brings joy and school spirit to the games and school events. Our Performing Band has 27 students and Jazz Ensemble has 18 students. We also have Band Auxiliaries such as Color Guard and Letter Line with 15 students. Our band participates in school rallies, football games, orientations, and graduation. They also entertain the community in parades and competitions.</p> <p>LBHS Associated Student Body includes 30 members and meets every Tuesday. In addition to planning and leading school events, they also participate in community events such as blood drives, graffiti cleanup, toys for tots, and letters to Santa.</p>	<p>Athletic Teams</p> <p>Cheer Squad</p> <p>Clubs</p> <p>LBHS Band</p> <p>Associated Student Body</p>

Additional Online Instruction Prompt: *Evaluate the school’s processes to address the needs of socialization for the students and involvement in the school.*

Findings	Supporting Evidence
<p>Student take online classes as a part of their daily schedule and therefore attend and participate all school and athletic events and clubs.</p>	<p>Online Course Program</p>

Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: *Evaluate the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Findings	Supporting Evidence
Our ASB Coordinator and Athletic Coordinator are in communication with club advisers and coaches to monitor student participation and active operation.	ASB Meetings

Additional Online Instruction Prompt: *Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
Students enrolled in the online course program can participate all clubs and activities.	Online Course Program

Student Perceptions

Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Prompt: *Comment on the student view about the effectiveness of student support services after interviewing and dialoguing with student representatives of the school population.*

Findings	Supporting Evidence
Representatives of school population have expressed that they feel very supported by student support services. They stated that counselors are very receptive to their problems and security treats them respectfully.	Meeting with Class Representatives

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Los Banos High School has effective systems in place to provide personal academic and health support services to our students and their families. Our master schedule is designed to serve the needs of our students at various levels by offering intervention classes as well as AP and acceleration. We promote participation in athletics and clubs to enrich our students' lives and live healthier lives.	7th Period Jazz Ensemble Class After School Tutoring Ag Pathways Associated Student Body Athletic Teams Behavioral Student Study Team Meetings

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>LBHS provides support and is working on identifying more programs to assist our students identified in the areas of critical learning needs.</p> <p>Students who have yet to pass the CAHSEE ELA and Math tests receive support in multiple ways: PreCAHSEE Math and CAHSEE Math classes, CAHSEE ELA and Reading 9/10 classes, Math 180 Intervention class, CAHSEE academies, and after school tutoring. Students are identified by their counselors based on their previous CAHSEE scores or grades at 8th and 9th grades. In a similar fashion, students who have not passed the EAP in English are scheduled in Expository Reading and Writing Course which qualifies as an approved course for CSU campuses.</p> <p>Students with Limited English Proficiency has access to a bilingual proctor and test in a small setting.</p> <p>Students with IEP and 504 plans also have access to the accommodations and modifications specified in their plans.</p> <p>LBHS is working on expanding CTE offerings and improving student completion for career readiness. Last year, we initiated an Ag Pathway application process to streamline our CTE offerings into pathways. This also enables our counselors to monitor student attrition and retention. Students commit to a pathway during freshmen year and need to meet with their counselor if they need to make a change during sophomore year. Also, we are planning to offer three new classes to create an Information Technology pathway for next year.</p> <p>As we continue implementing CCSS and Literacy Standards across content areas, we will continue to provide services to our students.</p>	<p>Bilingual Instructional Aide CAHSEE Prep Academies Career Center Career Week CELDT Data Review Cheer Squad Clubs College Week ELD Program FAFSA, CalSOAP, and CSUmentor Workshops Four Year Plans Intervention Classes LBHS Band Los Banos Junior High School Input Master Schedule Math and English Intervention Classes ROP Courses Special Education Services SST Meetings Student Assessment Data Review Student Study Team Meetings Summer School Program Weekly Grade Checks Work Experience</p>

WASC Category E. Strengths and Growth Needs

School Culture and Support for Student Personal and Academic Growth:

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Opportunities for stakeholders to be involved in the learning process through meetings, informational nights, and the school website
- Connecting students and parents with community resources and participating in community events such as food and clothing drive, spring fair, concerts, and art shows.
- Effective emergency procedures and frequent drills
- Existing atmosphere of trust and professionalism
- Challenging, relevant, standards-based curriculum with support services
- Alternative paths and personalized approaches for learning
- Multiple clubs and athletic teams to participate

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Improving facilities
- Improving opportunities for CTE programs

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories

- Integrating more cooperative, collaborative, real-life based, literacy centered, cross-curricular learning activities supported by rubrics and essential questions
- Communicating SLOs with all stakeholders
- Integrating SLOs in curriculum, instruction, and student feedback
- Increasing CTE offerings and implementing systems to monitor completion
- Increasing parental participation at SSC and ELAC meetings
- Increasing professional development offerings for staff
- Improving facilities

Chapter V: Schoolwide Action Plan

- A. **Revise the single school wide action plan, i.e., Single Plan for Student Achievement.**
- B. **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the school wide action plan.**
- C. **Describe the school’s follow-up process, ensuring an ongoing improvement process.**

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all stakeholders to implementing the various sections of the school wide action plan.

Goal #1: Increase the number of students who pass CAHSEE ELA and Math in their first session

(Align with SLO's: Innovative Critical Thinkers, Effective Communicators, Self-directed Learners, Responsible Students)

Benchmark/Evaluation of progress toward this goal: All sophomores pursuing a diploma pass CAHSEE ELA and Math with a score of 350 or better.

Anticipated annual performance growth for this group: An improved pass rate of 5% annually

Group data to be collected to measure academic gains: CAHSEE ELA and Math scores, CAHSEE practice test results, CAHSEE Academies attendance rate, Pre-CAHSEE Math class grades

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Disaggregate data by subgroup demographics in order to identify specific populations (i.e., Hispanic, EL, Low Socio-Economic, and Special Education).	Site Admin, District Staff,	N/A	N/A	N/A
Further disaggregate data 8th and 9th grade ELA and Math grades in order to identify specific individual and group needs for scheduling into intervention classes	Site Admin, District Staff,	N/A	N/A	N/A
Individual student support by core English and Math teachers using state approved curriculum and Common Core district approved curriculum developed through the Rigorous Curriculum Design Process.	Site Admin, Department Staff	N/A	N/A	N/A
ELA double block classes support EL 1s and 2s with two consecutive classes of English (ELA English 1-4 and English	Site Admin, English Department	Staff salary	N/A	District funds

Reading 1-4	Staff			
ELD 9/10 support classes (9 th -10 th grade student with CELDT levels 3-4) and students who need pre-CAHSEE intervention will utilize Read 180 instructional materials.	Site Admin, English Department Staff	Read 180 materials	~\$30,000	EIA/LEP
CAHSEE Math and ELA Course- Enrollment of 11 th -12 th grade students who did not pass the CAHSEE and also EL 1s and 2s for increased exposure to the materials and remedial support	Site Admin, English and Math Department Staff	N/A	N/A	N/A
Pre-CAHSEE and Math 180 (embedded in Integrated Math I (intervention) Math Course- Enrollment of 9 th -10 th grade students for increased exposure to the materials and intervention support.	Site Admin, English and Math Department Staff	N/A	~\$20,000	District funds
CAHSEE ELA and Math After School Academies	English and Math Department Staff	District approved hourly wage	~\$2,500	EIA/LEP
Use of instructional materials designed to focus on essential CAHSEE standards used in CAHSEE Academies.	English and Math Department Staff	Supplies	\$500.	EIA/LEP
Meet with staff responsible for enrolling students in CAHSEE ELA and Math courses previous to each semester to review data.	Site Admin			
Departmental discussion and review of overall trends in CAHSEE data	Departments	Supplies	\$200.	EIA/LEP
Departmental Professional Learning Communities (PLC's) engage in the Continuous Improvement Process to review data (common assessments, CST and CAHSEE scores) analyze the data, identify interventions and best instructional strategies, implement, and then evaluate their effectiveness.	Site Admin, Departments	Supplies	\$300-400/year	EIA/LEP
Active engagement in the Instructional Rounds process on a monthly basis to improve instructional practices across all content areas.	All certificated staff	Supplies	\$2,000/year	EIA/LEP
Administration will oversee parent education opportunities on CAHSEE ELA, goals, diploma requirements, preparation,	Site Admin, District Admin, ELAC, School	Bi-lingual clerical support –	\$1,120.	EIA/CAPP

tutorials and other opportunities via the Parent Empowerment Program.	Site Council	preparation, invitations, participant contacts, materials and communication supporting involvement. Estimate 20 hours quarterly = 80 @ \$14.		
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Goal #2: Increase the percentage of students leaving Los Banos High School college-ready as indicated by EAP test scores in English and Math through awareness campaigns, test preparation and focused instruction.

(Align with SLO's: Innovative Critical Thinkers, Effective Communicators, Technologically Skilled Individuals, Global Minded Citizens)

Benchmark/Evaluation of progress toward this goal: All juniors receiving a score of ready for CSU or participating CCC college-level mathematics/English courses.

Anticipated annual performance growth for this group: An improved pass rate of 10% annually

Group data to be collected to measure academic gains: Early Assessment Program (EAP) scores, EAP practice test results, Course grades in 9th and 10th CP English classes

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Disaggregate data by subgroup demographics in order to identify specific populations (i.e., Hispanic, EL, Low Socio-Economic, and Special Education).	Site Admin, District Staff,	N/A	N/A	N/A
Further disaggregate data based on 9th and 10th grade CP English course performance	Site Admin, District Staff,	N/A	N/A	N/A
Individual student support by core English and Math teachers using state approved curriculum and Common Core district approved curriculum.	Site Admin, Department Staff	N/A	N/A	N/A
Staff designed new curricular units for all English and Math core classes aligned with Common Core standards. Units include pre-assessment, post-assessment and	English and Math department staff	Training costs/supplies	District	District funds

performance tasks.				
Academic counselors facilitate classroom presentations which involves a review of Early Assessment Program.	Site Admin, Counselors	Supplies	\$150-200/year	Site Funds
Support student achievement through exposure to rigorous curriculum developed through Rigorous Curriculum Design in preparation for Common Core standards.	Site Admin, District Staff,	District expense	District	District funds
School wide focus on increasing opportunities of students to read and write using complete sentences across all content areas; specifically deep and meaningful responses about their learning (justification, explanation of logic/thinking, etc.). (Instructional Rounds)	Site Admin, All staff	Supplies and substitutes	\$3,000	Lottery
Counselors provide ongoing review and communication regarding EAP with students and families.	Counselors	N/A		
Informational nights for students/parents on A-G university requirements and EAP facilitated by Student Services staff.	Site Admin, Counselors	Supplies	\$250	EIA/LEP
College Week in the fall semester facilitated by many stakeholders including administration, counselors, college representatives, staff and student leaders. College week includes awareness activities (staff led), presentations, informational nights for parents, etc.	All School Staff	Supplies	\$400	EIA/LEP
Ongoing video bulletins advertising college admission deadlines and opportunities to promote awareness.	Site Admin, Student Leadership (ASB)	N/A		
Departmental discussion and review of overall trends in EAP data	Departments	Supplies	\$200.	EIA/LEP
Departmental Professional Learning Communities (PLC's) engage in the Continuous Improvement Process to review data (common assessments and EAP scores) analyze the data, identify interventions and best instructional strategies, implement, and then evaluate their effectiveness.	Site Admin, Departments	Supplies	\$300-400/year	EIA/LEP
Active engagement in the Instructional Rounds process on a monthly basis to	All certificated staff	Supplies	\$300/year	EIA/LEP

improve instructional practices across all content areas.				
PLC and Continuous Improvement Process provides staff with opportunities to discuss curriculum, data, best practices and ongoing issues in the field to support continued academic success.	Site Admin, Leadership team	Supplies	\$250	Site funds
Parents are regularly kept informed through Black Board Connect, newsletters and press releases of EAP and other college readiness related information.	Site Admin	Supplies	\$1000	EIA/LEP

Goal #3: Continue to improve implementation of California Common Core State Standards (CCSS) instruction in ELA and Math using RCD units, assessments, and performance tasks

(Align with SLO's: Innovative Critical Thinkers, Effective Communicators, Technologically Skilled Individuals, Global Minded Citizens)

Benchmark/Evaluation of progress toward this goal: Student performance on ELA and Math assessments of CAASPP, Performance tasks and assessment results in English and Math courses

Anticipated annual performance growth for this group: An improved pass rate of 10% annually

Group data to be collected to measure academic gains: CAASPP scores, Student grades in English and Math classes

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Disaggregate data by subgroup demographics in order to identify specific populations (i.e., Hispanic, EL, Low Socio-Economic, and Special Education).	Site Admin, District Staff,	N/A	N/A	N/A
Individual student support by core English and Math teachers using state approved curriculum and Common Core district approved curriculum.	Site Admin, Department Staff	N/A	N/A	N/A
Staff designed new curricular units for all English and Math core classes aligned with Common Core standards. Units include pre-assessment, post-assessment and performance tasks.	English and Math department staff	Training costs/supplies	District	District funds

Academic counselors facilitate classroom presentations which involves a review of Early Assessment Program.	Site Admin, Counselors	Supplies	\$150-200/year	Site Funds
Support student achievement through exposure to rigorous curriculum developed through Rigorous Curriculum Design in preparation for Common Core standards.	Site Admin, District Staff,	District expense	District	District funds
School wide focus on increasing opportunities of students to read and write using complete sentences across all content areas; specifically deep and meaningful responses about their learning (justification, explanation of logic/thinking, etc.). (Instructional Rounds)	Site Admin, All staff			
Counselors provide ongoing review and communication regarding grades with students and families.	Counselors	N/A		
Common Core Parent Informational Night updated parents on changes to state standards, curriculum and assessment	Site Admin, certificated staff members	Supplies	\$200	Site Funds
Departmental discussion and review of overall trends in RCD assessment and CAASPP data	Departments	Supplies	\$200.	EIA/LEP
Departmental Professional Learning Communities (PLC's) engage in the Continuous Improvement Process to review data (common assessments and scores) analyze the data, identify interventions and best instructional strategies, implement, and then evaluate their effectiveness.	Site Admin, Departments	Supplies	\$300-400/year	EIA/LEP
Active engagement in the Instructional Rounds process on a monthly basis to improve instructional practices across all content areas.	All certificated staff	Supplies	\$300/year	EIA/LEP
Parents are regularly kept informed through Black Board Connect, newsletters and press releases of CAASPP.	Site Admin	Supplies	\$1000	EIA/LEP

Goal #4: Implement CCSS in Literacy in a systematic way across all departments through integrating them into instruction, assessment, and performance.

(Align with SLO's: Innovative Critical Thinkers, Effective Communicators, Technologically Skilled Individuals, Global Minded Citizens)

Benchmark/Evaluation of progress toward this goal: Student performance on ELA and Math assessments of CAASPP, Assessment results and grades in content area classes, Lesson observations, Lesson plans, Common assessments in content area classes

Anticipated annual performance growth for this group: An improved pass rate of 10% annually

Group data to be collected to measure academic gains: CAASPP scores, Student grades in content area classes, Lesson observation notes, Lesson plans, Benchmark Assessments

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Individual student support by content area teachers using state approved curriculum and Common Core Literacy Standards.	Site Admin, Department Staff	N/A	N/A	N/A
Integrating Common Core Literacy Standards in instruction and assessments during PLC meetings	Social Sciences, Science, Arts, and PE departments	N/A	N/A	N/A
School wide focus on increasing opportunities of students to read and write using complete sentences across all content areas; specifically deep and meaningful responses about their learning (justification, explanation of logic/thinking, etc.). (Instructional Rounds)	Site Admin, All staff			
Counselors provide ongoing review and communication regarding grades with students and families.	Counselors	N/A		
Departmental discussion and review of overall trends in integrating literacy standards and strategies	Departments	Supplies	\$200.	EIA/LEP
Departmental Professional Learning Communities (PLC's) engage in the Continuous Improvement Process to review data (common assessments and scores) analyze the data, identify interventions and best instructional strategies, implement, and then evaluate their effectiveness.	Site Admin, Departments	Supplies	\$300-400/year	EIA/LEP
Active engagement in the Instructional Rounds process on a monthly basis to improve instructional practices across all content areas.	All certificated staff	Supplies	\$3000/year	EIA/LEP

Staff participating in professional development in integrating literacy in content-area classes	Staff			
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Goal #5: Continue to improve student participation, expand CTE program offerings and increase the number of CTE completers in CTE Pathways and vocational programs to better prepare students for career readiness.

(Align with SLO's: Innovative Critical Thinkers, Effective Communicators, Technologically Skilled Individuals, Global Minded Citizens)

Benchmark/Evaluation of progress toward this goal: Improving student enrollment, performance, and completion data in CTE program offerings

Anticipated annual performance growth for this group: An improvement rate of 5% annually

Group data to be collected to measure academic gains: Student enrollment, performance, and completion data in CTE programs

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Coordinated discussion with staff, site admin, district office and county office personnel regarding planning potential CTE Pathways and Program and program offerings.	Site Admin, Department Staff, District Office and County personnel	N/A	N/A	N/A
Survey student interest in various pathways and programs available in the state of California.	Site admin	N/A	N/A	N/A
School wide focus on increasing opportunities of students to read and write using complete sentences across all content areas; specifically deep and meaningful responses about their learning (justification, explanation of logic/thinking, etc.). (Instructional Rounds)	Site Admin, All staff			
Counselors provide ongoing review and communication regarding CTE participation, grades, and completion	Counselors	N/A		
Departmental discussion and review of overall trends in CTE programs	Departments	Supplies	\$200.	EIA/LEP

Research new CTE programs to offer in 15-16 and beyond	Site Admin, Departments	Supplies	\$300-400/year	EIA/LEP
Counselors identifying students in collaboration with Career Advisor	Counselors Career Advisor			
Career Week in the spring semester focuses on giving students access and information about various careers/fields in the area.	All School Staff	Supplies	\$400	EIA/LEP

Appendices:

- A. Timeline of self-study process**
- B. Results of student questionnaire/interviews**
- C. Results of parent/community questionnaire/interviews**
- D. Master schedule**
- E. Additional details of school programs, e.g., online instruction, college/career, academies, IB, AVID**
- F. School Quality Snapshot (see cde.ca.gov)**
- G. School accountability report card (SARC)**
- H. CBEDS school information form**
- I. Graduation requirements**
- J. Budgetary information, including budget pages from the school's action plan, i.e., the Single Plan for Student Achievement**
- K. Previous Single Plan for Student Achievement**
- L. Current Local Control and Accountability Plan**
- M. WASC Visitation Schedule**

Appendix A: Timeline of Self-study Process

January 2013

January 28, 2013- Site Administration Meeting

- New administrative team reviewed critical areas of need as identified in the mid-term review

March 2013

March 14th, 2013- Leadership Team Meeting (Admin & department chairs)

- Critical areas of need reviewed and assessed by the leadership team

May 2013

May 9th, 2013- Leadership Team Meeting (Admin & department chairs)

- Reviewed, updated and transitioned ESLR's into SLO's

September 2013

September 3rd, 2013- School Site Council

- Began process of aligning Single Plan for Student Achievement, LCAP, and WASC goals into one comprehensive plan

September 5th, 2013- Leadership Team Meeting (Admin & department chairs)

- Updated school mission statement and vision statements
- Updated school mission, vision and School wide Learner Outcomes (SLO's) shared with students and staff

November 2013

November 5th, 2013

- Initial readings of Single Plan for Student Achievement in School Site Council

November 8th, 2013

- WASC Coordinators attended Part One Self Study training

November 18th, 2013

- Administered Healthy Kids Survey to 9th and 11th grade students
- Administered Healthy Kids Survey to all staff members

November 21st, 2013

- Calendar established for completing self-study and shared with leadership team

December 2013

- Process of forming Focus Groups began
- Presentation to staff about WASC process and Critical Areas of Need

- Begin data collection
- Analyzed Healthy Kids Survey data

January 2014

- Continued data collection for school/community profile
- Initial Focus Groups identified

February 2014

- Leadership team reviews initial data for Chapter 1 Community/Student Profile

March 2014

- WASC Self Study Part Two Webinar: training for administration
- Began draft of Chapter One

April 2014

- Administrative Progress report meeting
- Revised calendar for completing self-study
- Focus groups reported to whole staff
- Established game plan for administrative duties with regards to self-study process

May 2014

- Departmental PLC- Identify classroom evidence related to 5 self study categories
- Updated with Single Plan for Student Achievement aligned with WASC goals approved by School Site Council
- Focus Group Meeting #1- began discussion and collection of evidence

August 2014

- Overview of 2014-2015 WASC timeline, goals, and process with full staff

September 2014

- Focus Groups finalized with new staff and staff changes
- School mission/vision/SLO's provided to
- WASC Self Study Part Three Webinar; training for administration
- Focus Group meeting #2- continued discussion and collection of evidence
- Chapter 1 Student/Community Profile completed

October 2014

- Parent survey facilitated through email and auto-dialer
- Chapter 2 Progress Report completed
- Chapters 1 and 2 presented to School Site Council for feedback

November 2014

- Chapter 3 Profile Analysis completed

- Focus Group meeting #3 - finalize discussion and determine areas of strength and prioritized growth areas
- Input from Leadership Team on Chapter 5 Action Plan

December 2014

- Focus Group meeting #4- completed self-study presented to Focus Groups for feedback
- Chapter 5 Action Plan presented to Leadership Team

January 2015

- Completed self-study presented to staff, students and community
- Made final preparations for WASC visit

Appendix B: Results of Student Survey

Questions	Strongly Agree	Agree	% Agree	Un-decided	Dis-agree	Strongly Disagree	% Disagree
I feel safe in my school.	10%	52%	62%	28%	6%	5%	11%
I am happy to be at this school.	18%	41%	59%	27%	13%	6%	19%
I feel close to people at this school.	11%	48%	58%	31%	9%	3%	12%
The teachers at this school treat students fairly.	7%	41%	48%	33%	12%	8%	20%

Questions	Very Much True	Pretty Much True	A Little True	Not At All True
At my school, there is a teacher or some other adult who always wants me to do my best.	41%	33%	20%	7%
At my school, there is a teacher or some other adult who tells me when I do a good job.	27%	33%	29%	11%
At my school, there is a teacher or some other adult who believes that I will be a success.	36%	31%	23%	11%
At my school, there is a teacher or some other adult who really cares about me.	18%	31%	39%	13%
At my school, there is a teacher or some other adult who listen to me when I have something to say.	22%	37%	27%	15%
At my school, there is a teacher or some other adult who notices when I'm not there.	21%	34%	28%	17%
I do interesting activities.	20%	29%	35%	18%
I do things that make a difference.	9%	19%	39%	34%
I help decide things like class activities or rules.	6%	10%	27%	58%

Appendix C: Results of Parent Survey

Questions	Strongly Agree - Muy de acuerdo	Agree - Acordar	% Agree	Not Sure - No estoy seguro	Disagree - No estoy de acuerdo	Strongly Disagree - Totalmente en desacuerdo	% Dis-Agree	Total
I am familiar with the school policies on Attendance, Discipline, and Dress Code. Estoy familiarizado con las políticas de la escuela sobre la asistencia, disciplina y código de vestimenta.	40	42	88.17%	7	3	1	4.30%	93
I use the school's Parent Portal to check my child's progress. Yo uso el portal de los padres en el internet para comprobar el progreso de mi hijo.	46	31	81.91%	7	8	2	10.64%	94
Office staff is very polite, helpful, and professional. Personal de la oficina son muy educado, servicial y profesional.	32	41	78.49%	8	9	3	12.90%	93
Los Banos High School is a safe place for students. Los Banos High School es un lugar seguro para los estudiantes.	12	58	74.47%	12	7	5	12.77%	94
The purpose and goals of LBHS are directed toward student learning. El propósito y las metas de Los Banos Escuela Secundaria se dirigen hacia el aprendizaje del estudiante.	17	51	73.91%	10	8	6	15.22%	92
Los Banos High School counselors return calls promptly. Los consejeros de LBHS responden	16	51	72.04%	14	7	5	12.90%	93

llamadas inmediatamente.								
Los Banos High School is well maintained. Los Banos High School está bien mantenido.	15	52	71.28%	13	6	8	14.89%	94
I am informed of my child's progress at LBHS (applicable for parents and guardians). Estoy informado del progreso de mi estudiante en LBHS (aplicable para los padres y tutores).	16	50	70.97%	9	10	8	19.35%	93
I receive timely information regarding events and activities occurring at LBHS. Recibo información oportuna sobre los eventos y actividades que ocurren en Los Banos Escuela secundaria.	15	50	69.89%	8	14	6	21.51%	93
LBHS focuses on preparing students to lead successful and productive lives. Los Banos Escuela Secundaria se enfoca en preparar a los estudiantes a llevar vidas exitosas y productivas después de la secundaria.	14	49	67.74%	14	10	6	17.20%	93
There are various extracurricular activities at LBHS to meet the needs of my student. Hay varias actividades extracurriculares que satisfagan las necesidades de mi estudiante.	25	38	67.02%	17	11	3	14.89%	94
LBHS communicates with me appropriately in the event of an	24	38	65.96%	7	14	11	26.60%	94

emergency. Los Banos Escuela Secundaria comunica conmigo adecuadamente en caso de una emergencia.								
I feel comfortable talking to teachers at this school about problems my child is having. Me siento cómodo hablando con los maestros en esta escuela sobre los problemas que mi hijo está teniendo.	22	36	61.70%	19	14	3	18.09%	94
I am familiar with the programs and opportunities available for students at LBHS. Estoy familiarizado con los programas y las oportunidades disponibles para los estudiantes de Los Banos Escuela secundaria.	8	48	59.57%	20	13	5	19.15%	94
I feel valued as a parent/community member at Los Banos High School. Me siento valorado como miembro padre / comunidad en Los Banos Escuela secundaria.	16	36	55.91%	27	7	7	15.05%	93
Administrators return calls promptly. Los administradores responden llamadas inmediatamente.	15	37	55.32%	27	11	4	15.96%	94
The assignments that students receive are interesting and challenging to them. Las tareas que los estudiantes reciben son interesantes y desafiantes para ellos.	8	41	52.13%	18	20	7	28.72%	94
Teachers set high standards for Los Banos	11	36	50.54%	23	16	7	24.73%	93

HS students. Los maestros establecen estándares altos para los estudiantes de Los Banos HS.								
The health office personnel are very helpful, knowledgeable, and professional. El personal de la oficina de salud son muy servicial, eficiente, cortés y profesional.	15	31	49.46%	36	9	2	11.83%	93
Teachers use a variety of assessments to grade Los Banos HS students. Los maestros utilizan una variedad de evaluaciones de grado en Los Banos HS.	10	35	47.87%	31	13	5	19.15%	94
Teachers return calls promptly. Los maestros responden llamadas inmediatamente.	7	34	44.09%	35	13	4	18.28%	93

Appendix D: Master Schedule

Teacher Name	Department	Pr 1	Pr 2	Pr 3	Pr 4	Pr 5	Pr 6
Mr. Brand	Arts	No Class	Beginning/Intermediate Piano - Room 708	Beginning Guitar - Room 718	Beginning/Intermediate Piano - Room 708	Beginning Guitar Room - 718	Performing Band - Room 718
Mr. Danner	Arts	Visual Design - Room 508	Digital Photo - Room 505	Visual Design - Room 508	Visual Design - Room 508	No Class	Visual Design - Room 508
Mr. Faria	Arts	A Cappella Choir - Concert Choir - Room 621	Chamber Singers - Room 621	Off Campus	Off Campus	Off Campus	Off Campus
Ms. Gallegos	Arts	Sculpture and Design - Room 506	No Class	Digital Photography - Room 505	Drawing and Painting - Room 504	Sculpture and Design Room - 506	Sculpture and Design - Room 506
Mr. Barcellos	CTE	No Class	ROP Sports Entertainment - Room 56	ROP Foundations in Education - Room 56	ROP Foundations in Education - Room 56	No Class	No Class
Mr. Borelli	CTE	Ag Mech 1 - Room 603	Ag Mech 1 - Room 603	Ag Mech 2 - Room 603	Ag Mech 3-4 - Room 603	No Class	No Class
Mr. Bretz	CTE	Ag Biology Integrated - Room 411	Ag Biology Integrated - Room 411	Small Engines Ag - Room 606	Small Engines Ag - Room 606	No Class	No Class
Mr. Hill	CTE	Small Engines Ag - Room 606	Small Engines Ag - Room 606	Beginning Ag Wood - Room 601	Advanced Ag Wood - Room 601	Small Engines Ag Advanced Room - 606	No Class
Mr. McCullough	CTE	Beginning Ag Wood - Room 601	Beginning Ag Wood - Room 601	Ag Food Science - Room 13	Ag Food Science - Room 13	Ag Food Science Room - 13	No Class

Mr. Orr	CTE	Off Campus	Public Speaking - Room 31	Public Speaking - Room 31	Off Campus	Off Campus	Off Campus
Ms. Austin	CTE	Off Campus	Off Campus	Off Campus	Off Campus	ROP Marketing Foundations Room - 19	ROP Marketing Foundations - Room 19
Ms. Falaschi	CTE	No Class	Ag Business and Economy - Room 409	Ag Business and Economy - Room 409	Art History and Floral Design - Room 409	Art History and Floral Design Room - 409	No Class
Ms. Guintini	CTE	ROP Medical Occupations - Room 412	ROP Medical Occupations - Room 412	ROP Introduction to Health - Room 412	Off Campus	Off Campus	Off Campus
Substitute	English	English 10 Basic - Room 510	No Class	CAHSEE Language Arts - Room 510	English 10 Basic - Room 510	English 9 Basic Room - 510	English 9 Basic - Room 510
Ms. Houck	English	Essay Writing and Multi-Cultural Literature - Room 33	Grammar and Composition / American Literature - Room 33	No Class	Essay Writing and Multi-Cultural Literature - Room 33	Essay Writing and Multi-Cultural Literature Room - 33	Essay Writing and Multi-Cultural Literature - Room 33
Ms. Kruger	English	No Class	Senior English AP - Room 509	Advanced Composition and English Literature - Room 509	Advanced Composition and English Literature - Room 509	English 12 Basic Room - 509	Senior English AP - Room 509
Ms. Magana	English	English Reading 1-4 - Room 512	ELA English 1-4 - Room 512	Beginning Grammar/Composition and World Literature - Room 512	ELD 9/10 - Room 512	Beginning Grammar/Composition and World Literature Room - 512	No Class
Ms.	English	Grammar	Grammar	No Class	Grammar	Grammar	Grammar

McCullough		and Composition / American Literature - Room 43	and Composition / American Literature - Room 43		and Composition / American Literature - Room 43	and Composition / American Literature - Room - 43	and Composition / American Literature - Room 43
Ms. Nicoletti	English	Sophomore English PreAP - Room 53	Essay Writing and Multi-Cultural Literature - Room 53	Essay Writing and Multi-Cultural Literature - Room 53	Essay Writing and Multi-Cultural Literature - Room 53	No Class	Essay Writing and Multi-Cultural Literature - Room 53
Mr. Haggard	English	Junior English AP - Room 46	No Class	Sophomore English PreAP - Room 46	Sophomore English PreAP - Room 46	Junior English AP Room - 46	Junior English AP - Room 46
Ms. Sherwood	English	Expository Reading and Writing - Room 511	English 11 Basic - Room 511	English 11 Basic - Room 511	Expository Reading and Writing - Room 511	No Class	Expository Reading and Writing - Room 511
Ms. Snively	English	No Class	Beginning Grammar/Composition and World Literature - Room 514	English 11 Basic - Room 514	Beginning Grammar/Composition and World Literature - Room 514	Beginning Grammar/Composition and World Literature - Room - 514	Beginning Grammar/Composition and World Literature - Room 514
Ms. Thacker	English	Beginning Grammar/Composition and World Literature - Room 513	Beginning Grammar/Composition and World Literature - Room 513	No Class	Freshmen English Honors - Room 513	Freshmen English Honors - Room - 513	Beginning Grammar/Composition and World Literature - Room 513
Mr. Noia	LOTE	Portuguese 1 - Room 35	French 2 - Room 35	French 1 - Room 35	French 3-4 - Room 35	Portuguese 2-3 - Room - 35	French 1 - Room 35
Ms. Aguilar	LOTE	Spanish 1 - Room 39	Spanish 1 - Room 39	Spanish 1 - Room 39	Spanish 3 - Room 39	No Class	Spanish 1 - Room 39

Ms. Curutchague	LOTE	Spanish 4 - Native Speakers Span 3-4 - Room 40	Spanish 4 - Native Speakers Span 3-4 - Room 40	No Class	Spanish 5 Language AP - Room 40	Native Speakers Spanish 1-2 Room - 40	Native Speakers Spanish 1-2 - Room 40
Ms. Sandoval	LOTE	Spanish 2 - Room 38	Spanish 2 - Room 38	Spanish 2 - Room 38	Spanish 1 - Room 38	Spanish 2 Room - 38	Spanish 2 - Room 38
Mr. Agnitsch	Math	Integrated Math I - Room 51	Integrated Math I - Room 51	Integrated Math I - Room 51	No Class	Integrated Math I Room - 51	PreCAHSEE Math - Room 51
Mr. Bartlett	Math	Integrated Math I/II - Room 23	Math Reasoning - Room 23	Calculus AP - Room 23	Integrated Math I/II - Room 23	No Class	Statistics AP - Room 23
Mr. Garcia	Math	No Class	Integrated Math I - Room 48	Integrated Math I - Room 48	Integrated Math I - Room 48	Integrated Math I Room - 48	Integrated Math I - Room 48
Mr. Schmeil	Math	Drama/Theatre - Room 44	CAHSEE Math - Room 44	Geometry - Room 44	No Class	Geometry Room - 44	Geometry - Room 44
Mr. Siemiller	Math	Integrated Math I (Intervention) - Room 20	Integrated Math I (Intervention) - Room 20	Geometry - Room 20	Geometry - Room 20	Algebra 2 Room - 20	Algebra 2 - Room 20
Ms. Bhaskar	Math	Pre Calculus - Room 17	Pre Calculus - Room 17	Pre Calculus - Room 17	Pre Calculus - Room 17	No Class	Pre Calculus - Room 17
Ms. Brewer	Math	Geometry - Room 24	Geometry - Room 24	No Class	Integrated Math I - Room 24	Integrated Math I Room - 24	Integrated Math I - Room 24
Ms. Salcido	Math	Algebra 2 - Room 55	Algebra 2 - Room 55	Financial Math - Room 55	Algebra 2 - Room 55	Algebra 2 Room - 55	Algebra 2 - Room 55
Ms. Seaborn	Math	No Class	Integrated Math I/II - Room 747	Yearbook - Room 747	Student Accounting /Government - Room	No Class	No Class

					747		
Ms. Sousa	Math	Off Campus	Off Campus	Off Campus	Integrated Math I - Room 149	Integrated Math I Room - 149	Integrated Math I - Room 149
Mr. Caropreso	PE	PE 10 - Room 806	PE 10 - Room 806	PE 10 - Room 806	PE 10 - Room 806	No Class	No Class
Mr. Hanson	PE	PE 10 - Room 808	PE 10 - Room 808	No Class	PE 9 - Room 808	PE 10 Room - 808	PE 9 - Room 808
Ms. Dutra	PE	PE 9 - Room 803	PE 9 - Room 803	PE 9 - Room 803	Weight Training and Reconditioning - Room 502	No Class	Weight Training and Reconditioning - Room 502
Ms. Pricolo	PE	PE 9 - Room 809	PE 9 - Room 809	PE 9 - Room 809	No Class	PE 9 Room - 809	Court Games - Room 809
Mr. Betschart	Science	Environmental Chemistry - Room 407	Environmental Chemistry - Room 407	Environmental Chemistry - Room 407	Environmental Chemistry - Room 407	Chemistry Room - 407	Algebra 2 - Room 407
Mr. Bowen	Science	Biology(Lab) - Room 401	Biology(Lab) - Room 401	Biology(Lab) - Room 401	Biology(Lab) - Room 401	No Class	Biology(Lab) - Room 401
Mr. Halverson	Science	Biology AP - Room 405	Biology AP - Room 405	No Class	Physics - Room 405	Physics Room - 405	No Class
Mr. Hammar	Science	Environmental Chemistry - Room 408	Environmental Chemistry - Room 408	Environmental Chemistry - Room 408	Chemistry - Room 408	Environmental Chemistry Room - 408	No Class
Mr. Tugman	Science	Physical Sciences - Room 410	Physical Sciences - Room 410	Physical Sciences - Room 410	Physical Sciences - Room 410	Physical Sciences Room - 410	Physics - Room 410
Ms.	Science	Human	Human	Human	Human		Human

Moore	e	Anatomy and Physiology - Room 406	Anatomy and Physiology - Room 406	Anatomy and Physiology - Room 406	Anatomy and Physiology - Room 406	Biology(Lab) Room - 406	Anatomy and Physiology - Room 406
Ms. Pritsch	Science	Biology(Lab) - Room 413	Biology(Lab) - Room 413	General Biology - Room 413	General Biology - Room 413	General Biology Room - 413	Biology(Lab) - Room 413
Mr. Arambel	Social Sciences	Geography and Global Cultures - Room 6	Geography and Global Cultures - Room 6	No Class	US History - Room 6	US History Room - 6	US History - Room 6
Mr. Christensen	Social Sciences	US History - Room 54	US History - Room 54	Introduction to Criminal Justice - Room 54	Introduction to Criminal Justice - Room 54	No Class	US History - Room 54
Mr. Coleman	Social Sciences	No Class	World History - Room 8	World History - Room 8	European History AP - Room 8	World History Room - 8	European History AP - Room 8
Mr. Garber	Social Sciences	No Class	Geography and Global Cultures - Room 36	Geography and Global Cultures - Room 36	World History - Room 36	World History Room - 36	Geography and Global Cultures - Room 36
Mr. Halpin	Social Sciences	US History AP - Room 2	US History AP - Room 2	US History AP - Room 2	Geography and Global Cultures - Room 2	Geography and Global Cultures Room - 2	No Class
Mr. Reardon	Social Sciences	Geography and Global Cultures - Room 10	Geography and Global Cultures - Room 10	Human Geography AP - Room 10	Human Geography AP - Room 10	Geography and Global Cultures Room - 10	No Class
Mr. Tomas	Social Sciences	World History - Room 1	World History - Room 1	World History - Room 1	No Class	World History Room - 1	World History - Room 1
Ms. Head	Social Sciences	US History - Room 3	No Class	American Government/F/ - Economics/	US History - Room 3	American Government/F/ - Economics/	American Government/F/ - Economics/

				S/ - Room 3		S/ Room - 3	S/ - Room 3
Ms. Latta	Social Sciences	Economics /F/ - American Government/S/ - Room 4	Economics/ F/ - American Government/S/ - Room 4	Economics/ F/ - American Government/S/ - Room 4	Economics/ F/ - American Government/S/ - Room 4	Economics/ F/ - American Government/S/ Room - 4	Economics/ F/ - American Government/S/ - Room 4
Mr. Luna	Special Education	No Class	Case Management - Room 28	Case Management - Room 28	The Zone - Room 28	Advantage 2 Room - 28	Advantage 2 - Room 28
Mr. Maik	Special Education	Advantage 2 - Room 27	Advantage 2 - Room 27	No Class	No Class	No Class	No Class
Mr. Nocito	Special Education	No Class	No Class	No Class	No Class	No Class	TPP - Room 336
Mr. Rabbie	Special Education	No Class	Vocational Skills - Room 12	Vocational Skills - Room 12	Vocational English - Vocational Skills - Room 12	No Class	Online Course Program - Room 122
Mr. Vasconcellos	Special Education	No Class	Advantage 2 - Room 28	Case Management - Room 336	Off Campus	Off Campus	Off Campus
Ms. Cozzi	Special Education	No Class	No Class	Advantage 2 - Room 29	Advantage 2 - Room 29	No Class	No Class
Ms. Degrace	Special Education	No Class	No Class	Advantage 2 - Room 26	Advantage 2 - Room 26	No Class	No Class
Ms. Weathers	Special Education	Vocational English-Science-Social Sciences-Skills-Math - Room 11	Vocational English-Science-Social Sciences-Skills-Math - Room 11	Vocational English-Science-Social Sciences-Skills-Math - Room 11	Work Experience - Room 11	Work Experience - Case Management Room - 11	Vocational English-Science-Social Sciences-Skills-Math - Room 11

Appendix E: Additional Details of School Programs

Los Banos High School AP Program Application

Student Name: _____ Grade: _____

Address: _____

Phone Number: _____

Please list your extracurricular activities: _____

<p><i>Please check from the list of courses which class (s) you are applying for:</i></p> <p>9th: ___ Freshman Honors English, ___ AP Human Geography</p> <p>10th: ___ Sophomore Pre-AP English, ___ AP European History</p> <p>11th: ___ AP Biology, ___ AP Junior English, ___ AP US History, ___ AP Art History, ___ AP Span Lang</p> <p>12th: ___ AP Biology, ___ AP Senior English, ___ AP Gov't/Econ., ___ AP Art History, ___ AP Span Literature, ___ AP Calculus, ___ AP Statistics</p>

What to Expect in an AP Course?

1. College level work
2. Daily reading, writing and analysis required (class work and home work)
3. Mandatory Summer assignment
4. Significantly increased work load required to be successful

Spring/Summer Requirements

1. AP Program Application must be turned in by December 13th with your ballot.
2. Mandatory Spring Meeting– attendance required (in February)
- meeting will cover course expectations, expected work load, summer assignment and exam details
3. Mandatory Summer Assignment– assignment specifics vary by course
A. Due Date– Tiger Prowl
4. **LAST DAY TO DROP AN AP CLASS IS: MARCH 31ST!!**
**After March 31st you will not be able to drop any AP class for any reason*

Your signature below indicates that you have reviewed the form above and understand the expectations regarding AP classes and the spring and summer requirements for the course (s). Appropriate teacher signatures are required.

Student Signature: _____

Parent Signature: _____

English Teacher Signature (required for AP English) : _____

Math Teacher Signature (required for AP Calculus & Statistics): _____

History Teacher Signature (required for AP Human Geography, AP Euro, AP US History, AP Econ/Gov't and AP Art History) : _____

Science Teacher Signature (required for AP Biology): _____

Foreign Language Teacher Signature (required for AP Spanish): _____

Art or Music Teacher (required for AP Art History or AP Music Theory; if offered): _____

Counselor Signature: _____



Los Banos High School Application for Ag Pathway

Student Name: _____

Please initial each of the boxes below:

- { } I understand that in order to be in the LBHS Ag Program I must choose an Ag Pathway as a focus area of my study.
- { } It is my intention to be a part of the LBHS Ag Program.
- { } I understand that I may choose to change Pathways (pending open space) ONLY prior to the start of my sophomore year.
- { } I understand that as part of the Ag Pathway that I will be required to follow the program guidelines which include course sequencing.

****Ag Pathways: Please number your #1 choice selection (1) and your back-up (2)**

Ag Mechanics _____ Ag Shop Skills _____ Ag Leadership _____ Ag Science _____

Briefly describe why you wish to be a part of the Ag Pathway you have selected as your #1 choice in the space provided below. Your response will be used in the event that a particular pathway is impacted and cannot accommodate all requests.

Ag Pathway Course Sequence

Pathway	Ag Mechanics	Ag Shop Skills	Ag Leadership	Ag Science
Year One	Ag Mech 1	Beg Ag Wood	Ag Biology	Ag Phys Science
Year Two	Ag Mech 2	Ag Small Engines	Ag Business	Ag Biology
Year Three	Ag Mech 3	Adv Ag Wood	Ag Floral	Ag Horticulture
Year Four	Ag Mech 4	Ag Pwr Mechanics	Ag Foods	Ag Floral

Student Signature: _____

Parent Signature: _____

Office Use Only:

Ag Advisor: _____ Administration: _____

Appendix F: School Quality Snapshot

School Quality Snapshot

General School Information

School Name	Los Banos High
District	Los Banos Unified
County	Merced
Address	1966 11th St. Los Banos, CA 93635
Charter School	No
Grade Span	9 - 12
Title I Funded	No
Enrollment	1,202
CDS Code	24-65755-2434207

California's Academic Performance Index (API)

2012 Growth API	732
State Rank	4
Similar Schools Rank	2
2011-12 Growth from Prior Year	-42
Met Schoolwide Growth Target	No
All Student Groups Met Target	No

API Subgroup Performance - 2013 API Growth

Growth - Hispanic or Latino	-54
Met - Hispanic or Latino	No
Growth - White	-20

Met - White	No
Growth - Socioeconomically Disadvantaged	-43
Met - Socioeconomically Disadvantaged	No
Growth - English Learners	-45
Met - English Learners	No

2013-14 Enrollment by Race/Ethnicity

Race/Ethnicity	Percent
American Indian or Alaska Native	0%
Asian	1%
Native Hawaiian or Pacific Islander	0%
Filipino	1%
Hispanic or Latino	67%
African American or Black	2%
White	26%
Two or More Races	2%
Not Reported	0%

<http://www6.cde.ca.gov/schoolqualitysnapshot/textreport.aspx?id=C975B4E4-54A2-4058-84F3-4C0B593C3EAA> - top

Subgroup Enrollment

Subgroup Designation	Percent
English Learners	15%
Socioeconomically Disadvantaged	60%

Students with Disabilities	10%
----------------------------	-----

Percentage of Students Redesignated to Fluent-English Proficient

Year	School	District	State
2011-12	7%	14%	16%
2012-13	5%	8%	12%
2013-14	2%	9%	12%

CST Science Results (percent proficient and above)

Year	School	District	State
2009-10	49%	49%	54%
2010-11	50%	53%	57%
2011-12	64%	55%	60%
2012-13	54%	53%	59%
2013-14	54%	48%	60%

Percentage of English Learners Making Progress in Learning English

Year	School	District	State
2009-10	60%	59%	59%
2010-11	56%	54%	55%
2011-12	65%	62%	63%
2012-13	62%	56%	58%
2013-14	54%	52%	59%

Percentage of Students in the Healthy Fitness Zone in 2012-13

Test	School	District	State
Abdominal Strength	94%	90%	82%
Aerobic Capacity	56%	57%	63%
Body Composition	50%	46%	56%
Flexibility	79%	68%	79%
Trunk Extension Strength	97%	87%	89%
Upper Body Strength	38%	60%	71%

Percent of Graduates Meeting California State University Requirements

Year	School	District	State
2012-13	39%	30%	39%

Cohort Graduation Rates

Year	School	District	State
2009-10	94%	92%	75%
2010-11	93%	88%	77%
2011-12	94%	89%	79%
2012-13	95%	90%	80%

2012-13 Suspensions and Expulsions as a Percentage of Enrolled Students

School	District	State
9%	6%	5%

Average SAT Score

Year	School	District	State
2012-13	1,401	1,348	1,490

California High School Exit Examination (CAHSEE) English-Language Arts Grade 10 Passing Rate

Year	School	District	State
2009-10	87%	85%	81%
2010-11	88%	81%	82%
2011-12	86%	83%	83%
2012-13	81%	80%	83%
2013-14	76%	77%	83%

CAHSEE Mathematics Grade 10 Passing Rate

Year	School	District	State
2009-10	82%	80%	81%
2010-11	88%	81%	83%
2011-12	88%	83%	84%
2012-13	80%	78%	84%
2013-14	79%	79%	85%

Appendix G: School Accountability Report Card

LOS BANOS HIGH SCHOOL, 2013-14 SARC / reported in 2014-15

School Description and Mission Statement (Most Recent Year)

Los Banos High School, Home of the Tigers, was originally built in 1964. The campus consists of original wings surrounded by a series of additions. An administration office, library-media center, shop, two gyms, a multipurpose room with stage, garden and green house, new science wing, expanded art rooms, and music facilities are campus highlights. The administrative staff consists of the Principal, two Assistant Principals, and three Counselors. Additional student support staff includes the office staff, Registrar, Career Guidance Technician, Librarian, Community Aide liaison, Health Aide, Computer Lab Technician, campus security, custodians, School Psychologist and food service staff. Extra curricular clubs, organizations and athletic programs are supported by both on and off campus staffing, parents, and a multitude of foundations.

The mission of Los Banos High School is for every student to achieve personal and academic success.. The staff works with students and families to achieve this goal through our six School Wide Learner Outcomes which reflect Los Banos High School graduates will be effective technologically skilled individuals, innovative critical thinkers, global minded citizens, effective communicators, responsible students, and self-directed learners. To achieve this, Los Banos High School staff will provide a safe and orderly environment, foster a climate of high expectations for success, provide instructional leadership, and create opportunities to learn, maximize student time on task, monitor student progress frequently, and emphasize home-school relations. Our staff embodies the belief that we are student-centered. Being student-centered impacts school-wide decisions, classroom instruction, classroom policies and practices.

Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged to participate in Los Banos High School programs. Opportunities include School Site Council, Academic Boosters, Athletic Boosters, Ag Boosters, Band Foundation, Choir Boosters, the English Language Advisory Committee (ELAC), and as parent volunteers. Parents are highly encouraged to maintain a strong connection with our site, with access to staff members in person, by phone, through e-mail, and the Parent Portal access option. Parents are able to review their student's attendance, grade book entries, and current grade for each of their own student's courses via the Parent Portal. Los Banos High School is constantly looking for ways to improve parental involvement as we believe it is a major factor that impacts student academic success.

School Safety Plan (Most Recent Year)

Los Banos High School maintains a clean campus through our site custodial staff and district support staff. One and one half full-time custodians work during regular business hours, while five work during the evening, after the conclusion of classes. A truck mounted vacuum system assists in the daily cleaning of campus.

Administrative staff inspects campus cleanliness each day. Four full-time and two part-time school security personnel monitor campus grounds and supervise students outside of their classrooms each day. Administrators and counselors provide a significant portion of campus supervision of students on a

weekly basis. Community professionals which maintain offices on our site include a Los Banos Police Department School Resource Officer, a Merced County Probation Officer, a Marriage and Family Therapist from Merced County, and a LBUSD school psychologist. Los Banos High School is a modified, closed campus. Juniors, Seniors and Sophomores (over age 16) are allowed to leave campus for lunch if parents submit an application for their student to have a lunch pass and all other requirements are met. The lunch pass allows students to leave for the lunch period only. A campus-wide perimeter fence and mobile security personnel assists staff to secure the campus and control entry onto school grounds. The school safety plan was developed in conjunction with the district safety plan. It is reviewed annually, with the last update occurring fall of 2013. The purpose of the plan is to provide prompt and orderly responses to a wide variety of potential emergency situations. These include fires, poisonous gas, intruders on campus, weapons, and medical emergencies, to name a few. The plan assigns specific personnel duties during such situations, and indicates what notifications are made to local authorities and emergency personnel. Drills are practiced at least every semester to insure proper preparation.

School Facility Conditions and Planned Improvements (Most Recent Year)

Date of your most recent facilities inspection: October 3, 2014

Los Banos High School was last inspected in September 2013. The inspection covered all 11 areas of the school which make up the campus and covered 15 identified categories. Out of the 15 categories, 12 were ranked “Exemplary”, 2 were ranked “Good” and 1 was ranked “Fair”. The overall rating of the school was “Good”. There were no “Extreme Deficiencies” found, though 4 components did require repair and/or maintenance. The school is in clean, safe and functional condition.

Per the September 2013 inspection, the following repairs to Los Banos High School’s campus are needed: Multiple classrooms have torn wall coverings, the Multipurpose Room Exit sign needs repair, one classroom has one of its four exit doors blocked, one classroom is missing an electrical cover and one classroom continues to have problems with a leaky room coming from the air conditioner. Work orders have been submitted through the district to make the necessary repairs.

Coordinated efforts with the district office and maintenance personnel to improve our school’s condition and rating are underway. Work orders to make the necessary repairs have been submitted via the district work order process. Ongoing efforts continue to ensure that our facility is clean and functional.

Improving and maintaining our facilities continues to be a priority at Los Banos High School. Los Banos High School grounds, buildings and restrooms are in good repair. Regular facilities improvements occur as needed. Los Banos Unified School District has a work order process in place to ensure orderly and timely repair to the required areas.

School Facility Good Repair Status (Most Recent Year)

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior:	X			

Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			1-20 Wing: Room 3 has electrical cover missing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Multi-purpose room: Repair exit sign and clear exit. 412: has one exit door blocked, but has 3 exit doors in classroom.
Structural: Structural Damage, Roofs	X			41-57 wing: Room 57 has problems with leaks from roof, cause from A.C. Tiger Gym: Ceilings was repaired over the summer
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Academic Counselors and Other Support Staff (*School Year 2013-14*)

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	571.5

Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (Librarian)		
Library Media Services Staff (paraprofessional)	1	
Psychologist	1	
Social Worker		
Nurse	1	
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-teaching)		
Other		

Textbooks and Instructional Materials (Most Recent Year)

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt McDougal Literature, 5/2012 Language Network, 2004 Patterns for College Writing, 2007 Norton Intro to Literature, 2007	Yes	0
Mathematics	HMH Integrated Mathematics, 5/2013 Algebra 2, CA Ed., 7/2005 Geometry, Concepts & Applications, 3/2002 Geometry, CA Ed., 7/2005 Calculus, 8th Ed., 7/2005 Adv. Math Concepts, 7/2005 Barron's Math Workbook NEW SAT, 2006 Practice of Statistics, 2006	Yes	0
Science	Biology, 6th Ed., 2002 Biology: Principles & Explorations, 2001 Biology: The Dynamics of Life, 2005 Chem Com 4th Ed, 2005 Modern Chemistry, 1992 Holes Essentials of Human Anatomy &	Yes	0

	Physiology, 2009 Conceptual Physics, 2009 Earth Science-Pupil's Ed., 2/2005		
History-Social Science	Health, 2008 World Geography, 2/2009 Modern World History: Patterns of Interaction textbook for World History, 2003 The Americans, 5/2003 US Gov't/Democracy in Action, 2006 Economics/Princ, Prob & Policies, 2010 The American Pageant, History of the Republic, 14th Edition, 3/2009 History of Western Society, 6th Ed., 2000 Think Sociology, 2011 Think Psychology, 2011	Yes	0
Foreign Language	Realidades-Spanish I, 2007 Realidades-Spanish II, 2008 Realidades-Spanish III, 2009 Galeria, 1998 Una Vez Mas, 2nd Ed, 2006 Tesoro Literatio, 1997 Dime Dos, 1995 Nuestro Mundo, 5/2004 Dime/Pasaporte al Mundo 21, 1995 Bienvenue, 2002 A'Bord L-2, 2001 Discovering French, 1994 Bom Dia! I, 2004 Bom Dia II, 2007 Portugal: Lingua e Cultura L3, 1997	Yes	0
Health	Glenco Health, 11/2007	Yes	0
Visual and Performing Arts	Art Talk, 2002 Focus on Photography, 2010 Exploring Visual Design, 4th Ed., 2009 Art Through the Ages, 12th Ed., 2007	Yes	0
Science Laboratory Equipment (grades 9-12 schools only)			

Types of Services Funded (Fiscal Year 2013-14)

Los Banos High School students benefit from categorical and other funding sources related to socio-economic status, English Learner status, learning disabilities and/or health related limitations. Specialized staffing which support the achievement of these students, along with programs including Reading 180 and Rosetta Stone are examples of funding uses. The Single Plan for Student Achievement is created by the LBHS Site Council and identifies, in alignment with the LEA Plan, the EL Master Plan, and the WASC Self Study, the staffing, programs and activities which will be implemented to provide additional services. The plan is revisited annually and is available for review either online or by contacting the school site at (209) 826-6033.

Professional Development

Los Banos Unified has built two days of staff development for each of the last three years into the district master calendar. This makes for a total of six staff development days over the last 3 years. Additionally, there were opportunities for two additional days of professional development related to rigor and relevance at the end of the 2011-2012 school year for teachers (training was voluntary). Professional Learning Communities (PLC's) by department also allow for professional development 12 times a year. In PLC's, department members engage in conversations about data, instruction and improvement in their craft. Many teachers attended AP conferences over the summer as well as other types of outside professional development opportunities offered through the county, College Board or private institutions. Staff at Los Banos High School regularly engages in the Instructional Rounds process that includes classroom observations, discussion of data and recommended steps to be taken by the staff on campus towards making progress on our identified focus area.

Career Technical Education Programs (School Year 2013-14)

Los Banos High School students are educated with a goal of preparing them for the post secondary education opportunities of their choosing. Students are expected to have a four year plan, in some instances during the 8th grade year, with the plan revised annually. LBHS has a full service Career Center with a part time Career Guidance Technician to work with student services staff in assisting a student in planning or adjusting their courses to prepare them for future education and careers. The Expected School Wide Learning Results address the goals for the student overall. Our elective course offerings, in many instances, allow the students a four year sequence to develop their technical skills in identified areas. We have ROP classes which offer community classroom experiences for many students. Our Agriculture, Industrial Technology and Technology Departments have formalized course sequences in many areas, as do the other elective departments. Students have the ability to identify a path and remain focused on the same path the entire four years, or explore other sequences of career education.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	586
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils	N/A

enrolled in a CTE program	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	48%

Appendix H: CBEDS School Information Form

School Information Form (SIF)
October 2014

CBEDS
California Basic Educational Data System
California Department of Education
Revised (06/17/2014)

School Information		Contact Information / Certification	
County:	Merced	Name of person completing the form Yeli Guirgen	
District:	Los Banos Unified	Phone	209 826 6033
School:	Los Banos High School	Certification – By electronically submitting the data to the CDE, I hereby certify that the data reported on this form are accurate.	
CDS Code:	24-65755-2434207	Name/Title of person certifying data	Date

A. Full-Time Equivalent of Classified Staff
Report to two decimal places the full-time equivalents (FTEs) of classified staff assigned to this school. For example, report full time as 1.00 FTE, half-time as .50 FTE, and quarter-time as .25 FTE. (Single-school districts should report classified staff only on this form.)

	Male						Female										
	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	Hispanic or Latino of Any Race	African American, Not Hispanic	White, Not Hispanic	Two or More Races, Not Hispanic	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	Hispanic or Latino of Any Race	African American, Not Hispanic	White, Not Hispanic	Two or More Races, Not Hispanic	Totals
1 Paraprofessionals													3.75		7		10.75
2 Office/Clerical Staff													2		6		8
3 Other Classified Staff													2				12

B. Educational Options/Independent Study/Online Education
Complete this section if any type of educational option, independent study, and/or online education is offered to your students. Count students in each category that applies. Refer to the Glossary and the SIF instructions in the CBEDS Administrative Manual for further information.

Types of Educational Options	Number of Participating Students (including charter schools)			Independent Study/Online Education in all School Types	Number of Participating Students		
	K-8	9-12	9-12		K-8	9-12	Totals
1 Alternative Schools and Programs of Choice. (Ed. Code 86500)	0	0	4	How many students are taking one or more classes through independent study?	0	0	0
2 Magnet Schools or Programs.	0	0	5	Of the students reported on line 4, how many are taking 50% or more of their classes through independent study?	0	0	0
			6	How many students are taking one or more classes through online education?	0	0	9
3 Unduplicated Total of Lines 1 & 2	0	0	7	Of the students reported on line 6, how many are taking 50% or more of their classes through online education?	0	0	0
			8	Unduplicated Total of Lines 4 & 6	0	0	9
9 Graduates Taking Independent Study Classes Report the number of students who graduated during the 2013-14 school year (August 16, 2013 through August 15, 2014) and who completed one or more high school classes through independent study during any of grades 9-12.							5

Appendix I: Graduation Requirements

LBHS Diploma Requirements

In order to earn a diploma students must earn 220 credits, complete the Algebra requirement, and pass the CAHSEE in ELA and math.

Subject	Semester(s)	Credits
English (Grades 9-12)	8	40
Mathematics	4	20
Algebra	2	10
Physical Science	2	10
Life Science	2	10
Geography/World Cultures	2 (5 extra credits)	5
World History or Euro History AP	2	10
United States History	2	10
Government/Economics	2	10
Art, Music, or LOTE	2	10
PE 9 and PE 10	4	20
Electives	12	60
Minimum Total		220

Appendix J: Budgetary Information

State Programs	Allocation
<p>Local Control Funding Formula (LCFF) – Supplementation/Concentration Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools</p>	\$130,937
<p>Lottery Funds Purpose:</p>	\$147,019
<p>Ag Incentive Grant Purpose:</p>	\$37,508
<p>ROP Purpose:</p>	\$241,476
<p>Total amount of state categorical funds allocated to this school</p>	\$556,940
Federal Programs	
<p>Title III Purpose: To ensure that all Limited English proficient (LEP) students, referred to as English Learners in California, obtain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students.</p>	\$17,368
<p>Carl Perkins Purpose: The purpose of the Perkins Vocational and Technical Education Act is to increase the quality of technical education in the U.S. in order to help the economy.</p>	\$13,500
<p>Total amount of federal categorical funds allocated to this school</p>	\$30,868

Appendix K: Previous Single Plan for Student Achievement

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Los Banos High School

24-65755-2434207

CDS Code

Date of this revision: February 21st, 2013

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Ryan Hartsoch

Position: Principal

Telephone Number: (209) 826-6033

Address: 1966 11th Street, Los Banos, CA 93635

E-mail address: rhartsoch@losbanosusd.k12.ca.us



Los Banos Unified School District

The District Governing Board approved this revision of the School Plan on April

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

1. Alignment of curriculum, instruction and materials to content and performance standards:
 - Standards maps
 - As described in school plan (addendum)
2. Availability of standards-based instructional materials appropriate to all student groups:
 - As described in school plan
 - Adopted material & supplemental in all classrooms
 - Addition materials in Los Banos High School Library and Book Room
3. Services provided by regular program to enable under-performing students to meet standards:
 - As described in school plan
 - Coordinated Student Service Review (identification & action process)
 - Student supplemental services noted in school plan
 - Differentiated instruction provided in the classroom setting
4. Services provided by categorical funds to enable under-performing students to meet standards:
 - As described in school plan
 - Coordinated Student Service Review
 - Supplemental support services
 - Differentiated instruction provided in the classroom setting with paraprofessional support
5. Use of state and local assessments to modify instruction and improve student achievement:
 - Professional Learning Communities
 - Continuous Improvement Process
6. Number and percentage of teachers in academic areas experiencing low student performance:
 - Coordinated Student Services Review (identification and action process)
 - As noted in quarterly grade analysis to Principal
7. Family, school, district and community resources available to assist these students:
 - ELAC
 - DLAC
 - Parent orientations, workshops and training
 - Rosetta Stone English workshops
 - After school tutoring

- LBHS Extra and Co-Curricular activities, clubs and organizations
 - City of Los Banos Parks and Recreation activities
 - Los Banos Arts Council activities and events
 - Los Banos non profit organizations that provide rich educational experiences...
Boy Scouts, Girl Scouts, 4-H, athletic activities and ethnic related activities (dancing, language, cultural traditions)
8. School, district and community barriers to improvements in student achievements:
- Family awareness of such non profit organizations and related activities and events
 - Parental levels of awareness, understanding, and participation directly related to education
 - Student levels of awareness, understanding, responsibility, and active participation in education
 - Current economic context in which school, family and community are experiencing significant reduction in economic resources
9. Limitations of the current program to enable underperforming students to meet standards:
- Transportation to activities and events may be an issue
 - Parent awareness and commitment to the value of student/family participation in a wide range of activities, opportunities, and events to improve achievement levels.
 - Student awareness and commitment to the value of participation in a wide range of activities, opportunities, and events to improve achievement levels.
 - Current economic context in which school, family and community are experiencing significant reduction in economic resources

Note: Academic support programs include English Language Development classes, Reading intervention classes specifically designed for English Learners and low performing English Only students, Math intervention classes specifically designed for sub groups of students based on achievement, Successful Student Skills/Tutorial class (Advantage 2), K-12 online credit recovery option, CAHSEE Saturday Academies, CAHSEE English and Math classes, English, Math, Science and Social Studies tutorials, Collegiate Academy, English Language Development paraprofessional student support, and “The Zone” (special services support center).

SCHOOL VISION AND MISSION

The mission of Los Banos High School is for every student to achieve personal and academic success. To achieve this, Los Banos High School staff will provide a safe and orderly environment, foster a climate of high expectations for success, provide instructional leadership, create opportunities to learn, maximize student time on task, monitor student progress frequently, and emphasize home-school relations.

SCHOOL PROFILE

Los Banos High School was built in 1964. The campus consists of three wings which contain an administration office, library, shop, gym, and snack bar. There are currently 35 additional portable classrooms. The administrative staff consists of the Principal, two Assistant Principals, one Learning Director, and two Counselors. These staff members team to share responsibilities in assisting students in individual grade levels and across curricular areas. Los Banos High School currently operates on a traditional calendar.

SCHOOL ACCOUNTABILITY REPORT CARD AND STUDENT DATA

School Instruction and Leadership

Instructional leadership at Los Banos High School is led by the principal. Under the principal's direction, the administration and the department chairs initiate instructional efforts and assess student progress in Professional Learning Communities through the Continuous Improvement Process. Classroom instruction is aligned to the State standards, carefully paced, and regularly adjusted to best prepare Los Banos High School students for success in high stakes testing and post secondary opportunities including college and technical training. Efforts are under way to adjust curriculum and assessment for the Common Core standards.

A core component of the instructional program at Los Banos High School is focus on achievement, with instructional strategies that address direct, standards-based instruction. The emphasis on clear, direct instruction is supported by comprehensive career and elective course offerings which serve to connect core content with real world applications. We prepare students for demonstration of proficiency on the California State Standards, success on the California High School Exit Exam, and readiness to pursue post secondary opportunities the student identifies and pursues.

Standards-based textbooks are updated and benchmark assessments are developed and regularly revised to ensure all students are accessing the core materials. Staff members receive training to improve instructional strategies to meet the ever changing core needs of the student population. The benchmark assessment results are combined with standardized testing data resulting in an instructional calendar in each department, for each course, that addresses student deficits in targeted standards.

English Learners are monitored by certificated staff, paraprofessional staff and administrative reviews eight times annually. The Special Services staff provides comprehensive support for students on 504 or Individualized Education Plans. Our strategies are focused to embrace the success of each student, in addressing the unique needs of specific sub-groups.

Positive Learning Environment

Students who scored proficient or advanced on the previous year's STAR testing are recognized in classroom presentations as well as on large STAR recognition posters in the cafeteria. Los Banos High School is also looking to re-launch the Renaissance Program in 2013-2014. The Los Banos High School Site Council/English Language Advisory Committee conducts a spring English Learner recognition ceremony. Students are identified by teachers and support staff for a wide range of successes to be recognized during this very well attended event.

Student leadership is exercised through student body and class officers, who primarily comprise the Associated Student Body. Student elected grade level representatives lead specific graduation classes. Both of these groups sponsor and lead several positive activities and events on campus including dances and rallies.

Los Banos High School has over 40 academic and service clubs, each with its own focus and purpose. The Collegiate Academy is a program that works with students (and their families) who have the potential to succeed in college, but whose family background may not include college experience. MESA focuses on students interested in the math and sciences field and is particularly successful in engaging a diverse group of students in academic, creative and regionally competitive activities. The administrative team strives to provide students, families and staff access to student support services which include academic guidance, academic monitoring, links to physical and mental health services, tutorial and community resources including probation, social services and public safety, as well as conflict resolution and post secondary planning information and assistance with financial aide, scholarships, applications, entry level placement examinations and campus visits.

Guest speakers are encouraged in courses, during lunch periods and in assembly type formats. The speakers may focus on specific careers, college planning, preparation and application, financial aide, vocational and technical programs and the military. Speakers address topics which students and staff identify as relevant and timely. Student trips to colleges and career related destinations are encouraged and receive support by the LBHS Site Council. Student surveys reflect student experiences through off campus trips create powerful impact in linking students to academic curriculum and future plans. Regular reviews of the needs and interests of our student population guide efforts to develop academic courses, programs, presentations, and speakers. The administrative team and the Career Guidance Technician work together to schedule and promote information and activities relevant to student post secondary successes. Utilization of the results of 9th and 10th grade LBHS student career and skills units, awareness of local/regional/global labor market information, and expressed college and career interests of students guide these activities.

SCHOOL ACCOUNTABILITY REPORT CARD AND STUDENT DATA

Academic Performance Index

Measures the academic performance and growth of schools using student test scores and demographic data

API Base Data				API Growth Data			
	9-10	10-11	11-12		9-10	10-11	11-12
Percent Tested	98	98	99	Percent Tested	98	98	99
API Base Score	737	743	769	API Growth Score	743	769	774
Growth Target	5	5	5	Actual Growth	6	26	5
Statewide Rank	6	5	6				
Similar Schools Rank	6	4	6				

Student Testing and Reporting

CST (California Standards Test) results showing the percentage of students testing at a performance level of Proficient or Advanced.

Performance Level	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English-Language Arts									
Proficient or Advanced	45%	50%	49%	42%	45%	46%	52%	54%	56%
Mathematics									
Proficient or Advanced	14%	20%	19%	40%	41%	42%	48%	50%	51%
Science									
Proficient or Advanced	48%	50%	64%	48%	53%	55%	54%	57%	60%
History/Social Science									
Proficient or Advanced	44%	54%	48%	40%	44%	40%	44%	48%	49%

CAHSEE (California High School Exit Exam)

Proficiency indicates a score of 380 or higher. A passing score for both the ELA and Math section of the test is 350.

Subject	Percent of Students Scoring at Proficient or Advanced		
	School	District	State

	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	62%	53%	54%	59%	48%	49%	54%	59%	56%
Mathematics	51%	55%	54%	49%	48%	48%	54%	56%	58%

CELDT (California English Language Development Test)

Given annually to students; scores indicate the number and percent of students at each overall proficiency level. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grades		9	10	11	12
Advanced	# Tested	4	0	3	7
	Percent	7%	0	13%	24%
Early Advanced	# Tested	20	12	13	14
	Percent	36%	38%	57%	48%
Intermediate	# Tested	14	13	3	4
	Percent	26%	41%	13%	14%
Early Intermediate	# Tested	10	7	1	3
	Percent	18%	22%	4%	10%
Beginning	# Tested	7	0	3	1

Female									
Grade	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or No Response	Total Female
9	1	5	3	4	193	13	10	9	331
10	0	3	4	3	183	11	75	1	280
11	0	1	2	3	116	11	77	1	211
12	1	5	0	1	118	9	62	1	197
					Percent	13%	0	13%	3%
					# Tested	55	32	23	29

School and Demographic Characteristics

**2012 STAR Test Proficiency Results by Sub Groups
California Standards Test Scores**

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	46%	42%	55%	40%
All Students at the School	49%	19%	64%	48%
Male	42%	19%	59%	49%
Female	56%	20%	70%	48%
Black or African American	35%	15%	0%	31%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	83%	50%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	43%	14%	58%	43%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	62%	31%	75%	59%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	40%	16%	53%	38%
English Learners	7%	1%	19%	14%
Students with Disabilities	33%	27%	0%	21%
Students Receiving Migrant Education Services	43%	0%	0%	0%

California High School Exit Exam (CAHSEE) Results by Sub Groups

Male									
Grade	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or No Response	Total Female
9	1	5	03	3	201	7	92	13	322
10	1	8	1	2	187	20	88	1	308
11	0	4	2	3	134	7	71	2	223
12	0	4	0	0	104	9	65	1	183

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	51%	26%	23%	52%	36%	12%
All Students at the School	46%	27%	27%	46%	39%	14%
Male	53%	29%	18%	49%	36%	15%
Female	37%	25%	38%	43%	43%	14%
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	51%	29%	20%	52%	38%	10%
Native Hawaiian or Pacific Islander						
White	35%	22%	43%	33%	42%	25%
Two or More Races						
Socioeconomically Disadvantaged	59%	25%	16%	59%	30%	11%
English Learners	91%	9%	0%	91%	9%	0%
Students with Disabilities	92%	0%	8%	92%	0%	8%
Students Receiving Migrant Education Services						

Conclusions from Student Performance Data:

English Learners at Los Banos High School are achieving in English and math at lower rates than other student sub-groups.

Conclusions from Parent, Teacher and Student Input:

English Learners at Los Banos High School are achieving in English and math at lower rates than other student sub-groups.

School Goals for Improving Student Achievement

Goal #1: All 12th grade English Learner students will pass the CAHSEE – English Language Arts and Math

Benchmark:

All EL seniors complete high school with a passing score of 350 or better on the CAHSEE ELA and Math

Identify Targeted Population:

- 11th and 12th grade EL students who have not passed the CAHSEE ELA and/or Math.
- Disaggregate data by subgroup demographics in order to identify specific populations (i.e., Hispanic, EL, Low Socio-Economic, Special Education)
- 9th and 10th grade EL students identified as needing intervention by CELDT, CST and other indicators.
- Further disaggregate data by content area strand in order to identify specific individual and group needs.
- 11th and 12th grade EL students scoring 320 or less on the ELA or Math portion of the CAHSEE will be placed in a year long CAHSEE support course.

Instructional Strategies/Program and extended Learning Time:

Support in Core Courses

- Individual student support by core English and Math teacher using a state approved curriculum.
- Support student achievement by exposure to rigorous curriculum developed through Rigorous Curriculum Design in preparation for Common Core standards.
- Core English classes will use the CAHSEE English Language Arts workbook by Daniel L. Moody as a base for “Focus on Achievement” instruction.
- Bilingual instructional aides provide in-class support to EL 1s and 2s in their core classes.

Support Courses

- ELA double block classes support EL 1s and 2s with two consecutive classes of English (ELA English 1-4 and English Reading 1-4).
- ELD 9/10 support classes (9th-10th grade students who are EL 3s or 4s) will utilize the Rosetta Stone and/or Read 180 instructional materials.
- CAHSEE ELA and Math Course
 - Enrollment of identified 11th - 12th grade students (EL 1s and EL 2s) in a CAHSEE and Pre-CAHSEE ELA and Math support classes.
- CAHSEE ELA and Math Saturday Academy Classes
 - Student’s previous CAHSEE results will serve as a pre-test. Students without previous results from a CAHSEE administration will be given the CAHSEE Released Test Questions.
 - Weekly assessments correlated to the weekly lessons will be administered to students enrolled in the CAHSEE ELA course and the CAHSEE ELA Saturday Academy utilizing Apperson software and Datadriven.com.
 - Data from the weekly assessments will be reviewed to determine if re-teaching is necessary.

- The CAHSEE released test questions will be used as a post-test to determine if the student has made sufficient progress to pass the CAHSEE
- The “actual CAHSEE” scores will be the defining benchmark to determine if the intervention is a success.

Administrative Support:

- Identified administrative site staff will monitor pre-test data – Meet with staff responsible for enrolling students in Pre-CAHSEE and CAHSEE ELA and Math courses previous to each semester to review data.
- Discuss and note overall trends of students through weekly assessments and post-test assessments to determine if students are making progress. If not, confer with English department staff to modify instructional strategies or program to better meet student needs.
- Departmental Professional Learning Communities (PLCs) are actively engaged in the Continuous Improvement Process to review data (common assessments, CST and CAHSEE scores), analyze the data, identify interventions and best instructional strategies, implement, and then evaluate their effectiveness. This is an ongoing process.
- The Instructional Rounds process
 1. Identified Problem of Practice (POP): Improve student literacy by increasing the opportunities for students to write and speak using complete sentences across all content areas.
 2. Monthly “rounds” engage all teachers in the process of gathering data based on the POP, identifying trends and/or patterns and identifying the next level of work for staff.

Other Identified Interventions and/or Support:

- Creation of ongoing CAHSEE ELA and Math tutorials in partnership with LBHS staff, LBUSD staff, LBHS EL students, Migrant Education, ELAC, DELAC, and community members.
- EL Recognition Ceremony acknowledges EL student achievements.
- Personal and public recognition of student progress utilizing the Renaissance Program and ELAC.

Alignment of Instruction:

- Support classes (ELD, ELA and English and Math Pre-CAHSEE and CAHSEE) aligned to the approved curriculum.
- Pre-CAHSEE and CAHSEE ELA and Math courses aligned to CAHSEE test items and California State Standards.

Professional Development:

- Teachers using Read 180 will receive training from Scholastic.
- District sponsored Rigor and Relevance training in summer 2012.
 1. Goal- support all staff to ensure accessible rigor aligned with the Rigor/Relevance Framework.
- Access to Successful Practices Network provides all staff with access to Gold Seal Lesson plans and Common Core Lesson Builder.
- English and Math staff engaged in the Rigorous Curriculum Design in preparation for Common Core in 2014-2015.
 1. Staff designed new curricular units in English and Math aligned with Common Core standards.

Involvement of Staff, Parents and community and Auxiliary Services:

- Administration will oversee parent education opportunities on CAHSEE ELA and Math, goals, preparation, tutorials and opportunities.

Goal #2: Develop and maintain programs and services to increase the percentage of English Learner students graduating A-G eligible.

Benchmark:

An increased percentage of English Learner students who earn a diploma and successfully complete the minimum A-G university eligibility coursework with a grade of C or better.

Identify Targeted Population:

Los Banos High School English Learner students pursuing a diploma and college/career readiness.

Instructional Strategies/Program and extended Learning Time:

Support in Core Courses

- Individual student support by all core teachers using a state approved curriculum.
- Students will participate in classroom presentations which involves a review of changes and academic progress towards a diploma and A-G university requirements. These presentations also include planning related to future courses (i.e. four year plans, course sequencing, community college coursework opportunities, or summer school enrollments).
- Support student achievement by exposure to rigorous curriculum developed through Rigorous Curriculum Design in preparation for Common Core standards.
- School wide focus on increasing opportunities of students to read and write using complete sentences across all content areas.

Monitor Student Progress:

- All student's complete four year plans by the 1st semester of their freshmen year that outlines course offerings, choices and plan to complete graduation, A-G, college/career readiness requirements.
- Student's four year plans are reviewed yearly by counselors with students and adapted as needed.
- Ongoing review and communication of student plans with students and families.

Administrative Support:

- School counselors counselor, encourage and sign up students who are behind track in completing A-G requirements to complete district summer school program with a focus on A-G requirements.
- Counselors complete student transcript reviews twice a year to determine student track towards diploma and A-G requirements
- Strong effort on the part of all staff members to promote a college going culture on campus. Multiple activities on campus support and promote this message.
 1. Four year plans education students/parents as well as encourage students to complete A-G requirements
 2. College Week (in September)
 1. College awareness involving staff
 2. College presentations

3. College information night for parents
 3. Career Week in the spring (in May)
 4. Ongoing video bulletins advertising college admission deadlines and opportunities.
 5. Scholarship coordinator provides multiple opportunities for seniors to apply for local, statewide and national scholarships.
- A Financial Aid Workshop is coordinated yearly with CAL-Soap to aid students in the FAFSA application process for federal loans and grants.
 - To support student achievement, departmental Professional Learning Communities (PLCs) are actively engaged in the Continuous Improvement Process to review data (common assessments, CST and CAHSEE scores), analyze the data, identify interventions and best instructional strategies, implement, and then evaluate their effectiveness. This is an ongoing process.
 - The Instructional Rounds process
 1. Identified Problem of Practice (POP): Improve student literacy by increasing the opportunities for students to write and speak using complete sentences across all content areas.
 2. Monthly “rounds” engage all teachers in the process of gathering data based on the POP, identifying trends and/or patterns and identifying the next level of work for staff.

Other Identified Interventions and/or Support:

- Strong site coordination and relationship with CAL-Soap Program provides students with an alternative resource for meeting college goals.
- Migrant Education Program works closely with migrant students to meet graduation and A-G course offerings.
- LBHS continues to identify additional A-G course offerings including AP courses like AP Geography and AP Studio Art.
- Continued district support of summer school program for A-G recovery and A-G enhancement.

Professional Development:

- District sponsored Rigor and Relevance training in summer 2012.
 1. Goal- support all staff to ensure accessible rigor aligned with the Rigor/Relevance Framework.
- Access to Successful Practices Network provides all staff with access to Gold Seal Lesson plans and Common Core Lesson Builder.
- PLC and Continuous Improvement Process provides staff with opportunities to discuss curriculum, data, best practices and going issues in the field to support continued academic success for students.
- English and Math staff engaged in the Rigorous Curriculum Design in preparation for Common Core in 2014-2015.
 1. Staff designed new curricular units in English and Math aligned with Common Core standards.

Involvement of Staff, Parents and community and Auxiliary Services:

- All staff members are key ingredients in promoting a college going culture throughout campus.
- Parents are regularly kept informed through Black Board Connect, newsletters and press releases of various opportunities on campus including four year plan workshops, college information nights, FAFSA application workshops, scholarship opportunities, etc.

- LBHS works closely with CAL-Soap to provide resources to students in low income families and first generation college students.
- “2 + 2 Articulation” agreements with Merced and Modesto Junior College provide students who are enrolled in specific classes opportunity to earn college credits by passing tests.

Goal #3: Continue to improve student achievement through a focus on instruction that involves a comprehensive assessment process, common unit plans and grading policies, and a process to analyze student data and implement best instructional practices.

Benchmark:

Improved student performance on standardized tests, common assessment, and grades.

Identify Targeted Population:

All students at Los Banos High School (9th - 12th) including English Learners and socioeconomically disadvantaged students.

Strategies and Programs

School/Department

- Individual student support by all core teachers using a state approved curriculum.
- PLCs and Continuous Improvement Process
 - During at least four PLC’s a year, departments are asked to engage in the Continuous Improvement Process.
 - The Continuous Improvement Process is clearly defined as follows:
 1. Identifying the essential data source (common assessment, standardized tests, etc.) to be reviewed
 2. Analyze the data in detail using the Apperson scanners and software and engage in conversation to determine the cause of the gap identified.
 3. Determine what initiatives, programs, interventions or modifications need to be made to instruction to close the gap.
 4. Identify intended outcomes and evaluate the effectiveness of the interventions put into place.
 - Department chairs are required to maintain PLC binder with data identified, Continuous Improvement forms, and other pertinent data related to PLC’s.
- The Instructional Rounds process
 - Site Identified Problem of Practice (POP): Improve student literacy by increasing the opportunities for students to write and speak using complete sentences across all content areas.
 - Monthly “rounds” engage all teachers in the process of gathering data based on the POP, identifying trends and/or patterns and identifying the next level of work for staff.
 1. Site staff members visit 4-5 classroom for 20 minutes each
 2. Record observations made related to the POP.
 3. Observations shared within small groups.
 4. Trends/patterns identified to report back

District and Site Professional Development

- Los Banos High School staff participated in a one day of training/collaboration aimed at developing common grading policies for grades 7 – 12.
 - Training facilitated by school site administrators

- Common grading policies developed in all core departments 7th-12th
- Rigor/Relevance Framework Training with International Center for Leadership in Education (ICLE) Summer 2012
 - Los Banos High School staff participated in a Rigor/Relevance Framework training that was put on by the International Center for Leadership in Education
 - Leadership staff participated in an additional training session.
 - Staff received training on the importance of ensuring that students receive a deep and meaningful education which includes the acquisition, application, assimilation, and adaptation of knowledge.
- Rigorous Curriculum Design
 - At each grade level, Math and English teachers were selected to work with Rigorous Curriculum Design to create common core curriculum for core English and Math courses.
 - Each unit plan includes common assessments, curriculum and performance based task.
 - English and math teams created technology plan involving Edmodo and Google Docs to share/collaborate/coordinate units plan to the entire department
- Successful Practices Network (SPN)
 - Access to the Successful Practices Network (SPN) has been purchased by the district.
 - SPN provides teacher's access to Gold Seal lesson plans, a Common Core lesson plan builder, and various other types of instructional resources.

Administrative Support:

- Site administration provides regular formal and informal feedback on teaching performance through the district formal evaluation process and the site-based “drop-in” feedback process.
- A site administrator is assigned to each department to monitor and help facilitate the Continuous Improvement Process during PLCs.
- Site administration implements and supports the Instructional Rounds process through participation, recruitment, and facilitation of Instructional Rounds on a monthly basis.
- Communicates and coordinates site professional development needs aligned with WASC, district and school goals.

Other Identified Interventions and/or Support:

- 21st Century Skills information to each department. Department focus on infusing these skills into their curriculum.
- Ongoing self-evaluation of the Continuous Improvement Process by departments chairs leads to discussion with site administration on goals and resources needed to continue progress.

Involvement of Staff, Parents and community and Auxiliary Services:

- School Site Council and ELAC are updated monthly on various aspects of the school progress towards meeting WASC, district and school goals.
- Parents are regularly kept informed through Black Board Connect, newsletters and press releases of various opportunities on campus including the WASC self-study process, site committees including School Site Council, ELAC, DELAC, booster programs, and safety committees (dress code, discipline, attendance).

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal #1: All 12th grade English Learner students will pass the CAHSEE – English Language Arts and Math.				
Description of Specific Actions to Improve Educational Practice	Implementer s/ Timeline	Related Expenditures	Estimate d Cost	Funding Source
Disaggregate data by subgroup demographics in order to identify specific populations (i.e., Hispanic, EL, Low Socio-Economic, and Special Education).	Site Admin, District Staff,	N/A	N/A	N/A
Further disaggregate data by content area strand in order to identify specific individual and group needs. 11th and 12th grade EL students scoring 320 or less on the math portion of the CAHSEE will be placed in a year long Math or ELA CAHSEE support class.	Site Admin, District Staff,	N/A	N/A	N/A
Individual student support by core English and Math teachers using state approved curriculum and Common Core district approved curriculum.	Site Admin, Department Staff	N/A	N/A	N/A
Bilingual instructional aide provides in-class support to EL students in core classes.	Site Admin	Salary/benefits of Bilingual Aide	\$30,700 yearly	EIA/LEP
Core English classes will use the CAHSEE English Language Arts workbook by Daniel L. Moody as a base	Site Admin, English	Purchase of Books	\$5,000	EIA/LEP

for "Focus on Achievement" instruction.	Department Staff			
ELD 1 and ELD 2 classes will utilize the Rosetta Stone instructional materials.	Site Admin, English Department Staff	Purchase of Rosetta Stone site copies and related support materials/equipment	\$15,000.	EIA/LEP
ELA double block classes support EL 1s and 2s with two consecutive classes of English (ELA English 1-4 and English Reading 1-4)	Site Admin, English Department Staff	Staff salary	N/A	District funds
ELD 9/10 support classes (9 th -10 th grade student with CELDT levels 3-4) will utilize Rosetta Stone and/or Read 180 instructional materials.	Site Admin, English Department Staff	Rosetta Stone and Read 180 materials	~\$30,000	EIA/LEP
CAHSEE Math and ELA Course- Enrollment of 11 th -12 th grade students (EL 1s and 2s) for increased exposure to the materials and remedial support	Site Admin, English and Math Department Staff	N/A	N/A	N/A
Pre-CAHSEE Math and ELA Course- Enrollment of 9 th -10 th grade students (EL 1s and 2s) for increased exposure to the materials and remedial support.	Site Admin, English and Math Department Staff	N/A	N/A	N/A
CAHSEE ELA and Math Saturday Academy Classes	English and Math Department Staff	District approved hourly wage \$32.00	~\$2,500	EIA/LEP
Use of instructional materials designed to focus on essential CAHSEE standards used in CAHSEE Academies. Materials include state released questions, CAHSEE Power!, Links to Learning website access, Khan Academy	English and Math Department Staff	Supplies	\$500.	EIA/LEP
The CAHSEE released test questions will be used at the end of the CAHSEE academies to determine if the	English and Math	Scantrons/Supplies	\$500.	EIA/LEP

		hours at \$14.		
Teachers, identified site admin and bilingual support staff using Read 180 will receive training coordinated through Scholastic	Site Admin, English Department Staff	Substitutes & training costs	\$1500	EIA/LEP
District sponsored Rigor and Relevance training in Summer of 2012. Goal- support all staff to ensure accessible rigor aligned with the Rigor/Relevance Framework and Common Core standards.	All district staff	Training costs for International Center for Leadership in Education	District	District funds
Access to Successful Practices Network provides all staff with access to Gold Seal lesson plans and Common Core Lesson Builder. Staff received training on how to access the network and use it.	All certificated site staff	Access fee	\$1000	District funds
English and Math staff engaged in the Rigorous Curriculum Design in preparation for Common Core in 2014-2015.	English and Math department staff	Training costs/supplies	District	District funds
Staff designed new curricular units for all English and Math core classes aligned with Common Core standards. Units include pre-assessment, post-assessment and performance tasks.	English and Math department staff	Training costs/supplies	District	District funds
Administration will oversee parent education opportunities on CAHSEE ELA, goals, diploma requirements, preparation, tutorials and opportunities.	Site Admin, District Admin, ELAC, School Site Council	Bi-lingual clerical support – preparation, invitations, participant contacts, materials and communication supporting involvement. Estimate 20 hours quarterly = 80 @ \$14.	\$1,120.	EIA
Common Core Parent Informational Night updated parents on changes to state standards, curriculum and assessment	Site Admin, certificated staff members	Supplies	\$200	Site Funds
Administrators will conference with students, parents, and staff members to explain compliance related issues as well as progress/results.	Site Admin, Bi-lingual Clerical Support	200 identified EL students @ one hour 4 times a year = 800 hours @ \$14.	\$11,200.	EIA

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (CONTINUED)

Goal #2: Develop and maintain programs and services to increase the percentage of English Learner students graduating A-G eligible.				
Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Students will receive individual support from all core teachers using state approved curriculum and materials.	Site Admin, certificated staff	Textbooks and related supplemental materials	Varies yearly	District/Site funds
Academic counselors facilitate classroom presentations which involves a review of changes and academic progress towards diploma and A-G university requirements.	Site Admin, Counselors	Supplies	\$150-200/year	Site Funds
Counselor reviews include four year plans, course sequencing, community college coursework opportunities or summer school enrollment.	Site Admin, Counselors	N/A		
Support student achievement through exposure to rigorous curriculum developed through Rigorous Curriculum Design in preparation for Common Core standards.	Site Admin, District Staff,	District expense	District	District funds
School wide focus on increasing opportunities of students to read and write using complete sentences across all content areas.	Site Admin, All staff			
All student's complete four year plans by the 1 st semester of their freshmen year that outlines course offerings, choices and plan to complete graduation, A-G, college/career readiness requirements.	Site Admin, Counselors	Supplies	\$100	Site funds
Student's four year plans are reviewed yearly by counselors with students and adapted as needed.	Site Admin, Counselors	Supplies	\$200	Site funds
Counselors provide ongoing review and communication of student plans with students and	Counselors	N/A		

families.				
Students who are behind track in completing A-G requirements are counseled, encouraged and signed-up to attend and complete the district summer school program with a focus on A-G requirements.	Site Admin, Counselors	Supplies	\$200	Site Funds
Twice yearly, counselors complete transcript reviews (diploma status reports) to determine student track towards A-G requirements and diploma.	Site Admin	Supplies	\$250.	EIA/LEP
Campus wide efforts to promote a college going culture on campus include the following:				
Informational nights for students/parents on four year plans, diploma/A-G university requirements facilitated by Student Services staff.	Site Admin, Counselors	Supplies	\$250	EIA/LEP
College Week in the fall semester facilitated by many stakeholders including administration, counselors, college representatives, staff and student leaders. College week includes awareness activities (staff led), presentations, informational nights for parents, etc.	All School Staff	Supplies	\$400	EIA/LEP
Career Week in the spring semester focuses on giving students access and information about various careers/fields in the area.	All School Staff	Supplies	\$400	EIA/LEP
Ongoing video bulletins advertising college admission deadlines and opportunities to promote awareness.	Site Admin, Student Leadership (ASB)	N/A		
Site Scholarship Coordinator provides multiple opportunities for seniors to apply for local, statewide and national scholarships. Applications are preceded by presentations on available scholarships, deadlines, etc.	Site Admin, Scholarship Coordinator	Stipend position		District funds
A Financial Aid Workshop is coordinated yearly with CAL-SOAP to aid students in completing the FAFSA application process for federal loans and grants.	Student Services	Supplies	\$200	Site funds

To support student achievement in A-G classes, departments are engaged in the Continuous Improvement Process to review data, analyze data, identify interventions and best instructional strategies, implement and then evaluate their effectiveness.	All Staff	Supplies	\$600	Site funds
Staff engages in the Instructional Rounds process on a monthly basis. Focus is on improving instruction by engaging teachers in the process of gathering specific data and identifying patterns and recommended next steps.	All Staff	Supplies, teacher subs	\$5,000	District funds, site funds
Site coordination and agreement with CAL-Soap program provides students with an alternative resource for meeting college goals.	Student Services staff	N/A		
Migrant Education Program works closely with migrant students to meeting graduation and A-G course offerings.	Site Admin, Migrant Ed staff	N/A		
LBHS continues to identify additional A-G course offerings including AP courses like AP Geography and AP Studio Art.	Site Leadership Team	N/A		
District sponsored Rigor and Relevance training in Summer 2012. Goal- support all staff to ensure accessible rigor aligned with the Rigor/Relevance Framework.	Site Admin, district office	District expense		
Teachers will continue to have access to the Successful Practices Network that provides staff access to Gold Seal Lesson plans and a Common Core Lesson Builder.	All staff	District expense		
PLC and Continuous Improvement Process provides staff with opportunities to discuss curriculum, data, best practices and ongoing issues in the field to support continued academic success.	Site Admin, Leadership team	Supplies	\$250	Site funds
English and Math staff engaged in the Rigorous Curriculum Design process in preparation for Common Core in 2014-2015. Staff designed new curricular units in English and Math aligned with Common Core standards.	Site Admin, English and Math Department staff	District expense		

Parents are regularly kept informed through Black Board Connect, newsletters and press releases of various opportunities on campus including four year plan workshops, college informational nights, FAFSA application workshops, scholarship opportunities, etc.	Site Admin	Supplies	\$1000	EIA/LEP
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PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (CONTINUED)

Goal #3: Continue to improve student achievement through a focus on instruction that involves a comprehensive assessment process, common unit plans and grading policies, and a process to analyze student data and implement best instructional practices.				
Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Students will receive individual support from all core teachers using state approved curriculum and materials.	Site Admin, certificated staff	Textbooks and related supplemental materials	Varies yearly	District/Site funds
Staff engagement in the PLC and Continuous Improvement Process during at least 4 PLC's a year	Site Admin, certificated staff	Supplies	\$150-200/year	Site Funds
Departmental staff will engage in the following:				
Identify essential data source to be reviewed (common assessment, standardized tests, etc.)	Departmental staff	N/A		
Analyze the data using the Apperson scanners and software	Site Admin, All staff	Supplies, maintenance agreement	\$1000	Site funds
Staff will engage in conversation to determine the cause of the gap identified.	Site Admin, All staff	N/A		
Discussion will determine initiatives, programs, interventions or modifications needed.	Site Admin, All	Various	\$1000	Site funds
Department will identify intended outcome and evaluate the effectiveness of the interventions put into place.	Departments	N/A		
Staff engagement in the Instructional Rounds process 8 times during the school year.	Site Admin, certificated	Supplies	\$250	Site funds

	staff			
The process is described as:				
LBHS identified Problem of Practice (POP): Improve student literacy by increasing the opportunities for students to write and speak using complete sentences across all content areas.	All staff	N/A		
Site staff members visit 4-5 classrooms for 20 minutes each.	All staff	Substitute cost, supplies	\$8000	District funds
IR team records observations made related to the Problem of Practice	All staff	N/A		
Observations are shared after visiting all classrooms in small group of 3-4.	All staff	N/A		
Staff identifies trends/patterns related to the problem of practice.	All staff	N/A		
Recommended next level of work is recommended by IR team based on trends/patterns. This information is reported back to the full staff.	All staff	Varies		
Los Banos High School staff participated in a one day training to establish common grading policies in all departments	All staff (voluntary)	Teachers per diem rate		District funds
LBUSD contract with Rigor/Relevance Framework Training with International Center for Leadership in Education (ICLE) Summer 2012	Admin, Department chairs	ICLE contract, Teacher's per diem rate for department chairs		District funds
ELA and Math department staff developed Common Core unit plans facilitated by Rigorous Curriculum Design.	Admin, ELA and Math staff	RCD contract, Teacher's per diem rate		District funds
Each unit plan consists of common assessments (pre and post), performance tasks, and recommended activities/lessons.	Admin, ELA and Math staff			
English and Math teams created technology plan using Edmodo and Google Docs to share/collaborate/coordinate unit plans with their departments.	ELA and Math staff			
Access to the Successful Practices Network (SPN) has been purchased for the 2013-2014 school year	All staff	SPN Contract		District funds

SPN provides teacher's access to Gold Seal lessons, a Common Core lesson plan builder, and various other types of instructional resources.				
Site administration provides regular formal and informal feedback on teaching performance through the district's formal evaluation process and the site-based "drop-in" feedback process.	Admin	Supplies		Site funds
A site administrator is assigned to each department to monitor and help facilitate the Continuous Improvement Process during PLC's.	Admin	N/A		
Site and district administration communicates and coordinates site professional development needs aligned with WASC, district and site goals.	Admin	Professional Development costs		Site funds
21 st Century Skills information is provided to each department. Department focus on infusing these skills into their curriculum.	Admin	N/A		
School Site Council and ELAC are updated monthly on various aspects of the school progress towards meeting WASC, district and school goals.	Admin	N/A		
Parents are regularly informed through the Blackboard Connect website, newsletters, mobile app, and press releases of various opportunities on campus including the WASC self-study process and site committees including SSC, ELAC, boosters, etc.	Admin	Supplies, Blackboard Connect contract		Site funds, district funds

Appendix L: Current Local Control and Accountability Plan

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achieve*

For additional information on school programs and how you may become involved locally, please contact the following person:

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Ryan Hartsoch

Position:
Principal

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93635

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School District:
Los Banos Unified

Superintendent:
Dr. Steve Tietjen

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Banos, CA 93635

E-mail Address:

The District Governing Board reviewed and approved this revision of the School Plan on _____.

SPSA Plan (Aligned with LEAP & LCAP)

School Los Banos High School

Academic Focus

LEAP/LCAP Goal:

LEA/LCAP:

1. Promote the educational success of all students by closing the achievement gap between groups of students by using best practices to attain proficiency or better by all students in reading and mathematics.
2. Assure all students graduate from high school having completed a clear pathway of a-g requirements and ready to enter a 4 year university, or have completed a vocational pathway and ready to enter a technical school or the workforce.

State Priorities: Student achievement, Other student outcomes, Course Study

Related Site Metrics (Data) that Reflect Needs:

CST Data (whole and sub-groups), CAHSEE pass rate, CST data, A-G Eligibility rate

California Standards Test Performance

English Language Arts Grade 9 Proficiency Levels

Result Type / Years	2011-2012	2012-2013
Students Tested	263	310
% of Enrollment	92 %	93.9 %
Students with Scores	263	310
Mean Scale Score	357.0	351.2
% Advanced	21 %	17 %
% Proficient	35 %	35 %
% Basic	29 %	30 %
% Below Basic	12 %	15 %
% Far Below Basic	4 %	3 %

English Language Arts Grade 9 Subgroups Proficiency Levels

Subgroup / Percent Scoring Proficient and Above	2011-2012	2012-2013
Hispanic or Latino	49 % (90 / 185)	43 % (87 / 203)
White	69 % (46 / 67)	69 % (58 / 85)
Socio-economically Disadvantaged	49 % (78 / 160)	44 % (87 / 199)
English Learner	0 % (0 / 31)	6 % (4 / 53)

English Language Arts Grade 10 Proficiency Levels

Result Type / Years	2011-2012	2012-2013

Students Tested	261	237
% of Enrollment	95.3 %	91.5 %
Students with Scores	261	237
Mean Scale Score	346.5	345.7
% Advanced	24 %	15 %
% Proficient	25 %	30 %
% Basic	32 %	38 %
% Below Basic	15 %	12 %
% Far Below Basic	4 %	5 %

English Language Arts Grade 10 Subgroups Proficiency Levels

Subgroup / Percent Scoring Proficient and Above	2011-2012	2012-2013
Hispanic or Latino	42 % (69 / 164)	35 % (59 / 168)
White	62 % (47 / 62)	68 % (40 / 59)
Socio-economically Disadvantaged	37 % (50 / 135)	37 % (55 / 149)
English Learner	7 % (2 / 30)	0 % (0 / 25)

English Language Arts Grade 11 Proficiency Levels

Result Type / Years	2011-2012	2012-2013
Students Tested	240	232
% of Enrollment	96.4 %	94.3 %
Students with Scores	240	232
Mean Scale Score	347.8	349.3
% Advanced	20 %	20 %
% Proficient	25 %	31 %
% Basic	33 %	32 %
% Below Basic	16 %	13 %
% Far Below Basic	5 %	4 %

English Language Arts Grade 11 Subgroups Proficiency Levels

Subgroup / Percent Scoring Proficient and Above	2011-2012	2012-2013
Hispanic or Latino	38 % (60 / 157)	44 % (67 / 152)
White	58 % (38 / 66)	64 % (37 / 58)
Socio-economically Disadvantaged	35 % (48 / 137)	44 % (55 / 126)
English Learner	7 % (3 / 41)	0 % (0 / 21)

Algebra I Proficiency Levels

Years	2011-2012			2012-2013		
	9	10	11	9	10	11
Students Tested	201	98	26	214	65	19
% of Enrollment	70.3 %	35.8 %	10.4 %	64.8 %	25.1 %	7.7 %
Students with Scores	201	98	26	214	65	19
Mean Scale Score	287.6	281.8	276.4	280.9	277.2	275.4
% Advanced	0 %	1 %	0 %	0 %	0 %	0 %
% Proficient	9 %	5 %	4 %	3 %	5 %	5 %
% Basic	25 %	18 %	12 %	22 %	20 %	21 %
% Below Basic	42 %	50 %	54 %	53 %	45 %	42 %
% Far Below Basic	23 %	26 %	31 %	22 %	31 %	32 %

Algebra I Subgroups Proficiency Levels

Years	2011-2012			2012-2013		
	9	10	11	9	10	11
Subgroup / Percent Scoring Proficient and Above						
Hispanic or Latino	6 % (8 / 143)	6 % (4 / 69)	5 % (1 / 19)	2 % (3 / 145)	3 % (2 / 59)	7 % (1 / 14)
White	18 % (9 / 50)	10 % (2 / 20)	*	6 % (3 / 54)	*	*
Socio-economically Disadvantaged	7 % (9 / 128)	6 % (4 / 66)	6 % (1 / 18)	3 % (5 / 153)	2 % (1 / 54)	8 % (1 / 12)
English Learner	0 % (0 / 29)	0 % (0 / 23)	0 % (0 / 67)	0 % (0 / 50)	0 % (0 / 19)	*

California High School Exit Exam (CAHSEE) Performance

English Language Arts (ELA)

Years	Tested or Passing	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged
2011-2012	# Tested	267	12	43	47	138
	Passing	231 (87%)	3 (25%)	27 (63%)	47 (100%)	115 (83%)
	380 and Above	145 (62%)	1	3	31	46
2012-2013	# Tested	251	17	31	60	157
	Passing	203 (81%)	3 (18%)	14 (45%)	56 (93%)	121 (77%)
	380 and Above	124 (61%)	4	0	31	54
2013-2014	# Tested	319	44	78	67	226
	Passing	243 (76%)	11 (25%)	26 (33%)	58 (87%)	141 (62%)
	380 and Above	148 (60%)	4	0	36	72

Math

Years	Tested or Passing	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged
2011-2012	# Tested	267	12	42	47	137
	Passing	239 (90%)	6 (50%)	26 (62%)	47 (100%)	119 (87%)
	380 and Above	146 (61%)	1	1	32	50
2012-2013	# Tested	261	20	32	58	161
	Passing	207 (79%)	4 (20%)	13 (41%)	53 (91%)	121 (75%)
	380 and Above	130 (62%)	2	4	32	55
2013-2014	# Tested	323	43	76	67	223
	Passing	254 (79%)	12 (28%)	30 (39%)	63 (94%)	154 (69%)
	380 and Above	144 (56%)	5	1	40	82

A-G Requirement Eligibility

Seniors on track for A-G		
Year	On-Track Seniors	Total Seniors
2011-2012	100 (21%)	478
2012-2013	78 (32%)	241
2013-2014	101 (40%)	251

School Goals:

1. Increase the number of students who pass CAHSEE ELA and Math in their first session
 - o (Align with SLO's: Innovative Critical Thinkers, Effective Communicators, Self-directed Learners, Responsible Students)
2. Increase the percentage of students leaving Los Banos High School college-ready as indicated by EAP test scores in English and Math through awareness campaigns, test preparation and focused instruction.
 - o (Align with SLO's: Innovative Critical Thinkers, Effective Communicators, Technologically Skilled Individuals, Global Minded Citizens)
3. Continue to improve student achievement through effective implementation of California Common Core State Standards (CCSS) instruction in ELA and Math using RCD units, assessments, and performance tasks
 - o (Align with SLO's: Innovative Critical Thinkers, Effective Communicators, Technologically Skilled Individuals, Global Minded Citizens)
4. Implement CCSS in Literacy in a systematic way across all departments through integrating them into instruction, assessment, and performance.
 - o (Align with SLO's: Innovative Critical Thinkers, Effective Communicators, Technologically Skilled Individuals, Global Minded Citizens)
5. Continue to improve student participation, expand CTE program offerings and increase the number of CTE completers in CTE Pathways and vocational programs to better prepare students for career readiness.
 - o (Align with SLO's: Innovative Critical Thinkers, Effective Communicators, Technologically Skilled Individuals)

Student Groups: All, ELs, Socio-Economically Disadvantaged, Student w/Disabilities

<i>Site Actions, Services or Strategies for 2014-15</i>	<i>Metrics</i>	<i>By Date</i>	<i>Funds</i>	<i>Source</i>
Implement Math 180 Materials and Training for Staff to support struggling students	Training dates	End of 2014-2015 year	\$100,000	District

Conduct Instructional Rounds to monitor and improve instructional program	5 "Rounds" in 2014-2015	June 4 th , 2015	\$5,000	District & Site Lottery
Provide Centralized Tutoring Services to support struggling students	Sign-in sheets	Quarterly review	\$5,000	District
Facilitate PLC Continuous Improvement Process (CIP) to support teacher planning around student achievement data.	CIP on quarterly basis; CIP forms	June 4 th , 2015	\$3,000	Lottery
Implement and monitor Academic Recovery Plans to support student graduation rate	Counselor contacts	June 4 th , 2015	N/A	N/A
Implement RCD Implementation-Pre/Post Assessments & Performance Tasks to monitor and improve instruction	Admin Walkthroughs	Quarterly review	N/A	District
Provide CAHSEE Academies to support students who have not passed the CAHSEE exam or are taking it for the first time	Sign-in sheets & CAHSEE scores	February census	\$1,500	Lottery

Social Focus

LEAP/LCAP Goal:

LEA/LCAP: Create and sustain inspirational learning environments that are safe, drug free and conducive to learning.

State Priorities: *Student Engagement, School climate*

Related Site Metrics (Data) that Reflect Needs: *Attendance rates, discipline referrals, suspension/expulsion rates, alcohol/drug related offense, California Healthy Kids survey (safe and connected)*

Average Daily Rate

Attendance	2011-2012	2012-2013	2013-2014
Total Enrolled	1,284	1,065	1,167
Total School Days	175	175	180

Total Days Present	216,996	181,634	201,905
Total Days Enrolled	231,844	193,454	214,376
Average Daily Rate	94%	94%	95%

Truancy Rate

Truancy	2011-2012	2012-2013	2013-2014
Truant Students	850	512	446
Truancy Rate	66%	48%	38%

Suspensions

Ed Code Section	Offense Description	2011-2012	2012-2013	2013-2014
48900(a)(1)	Caused, Attempted, or Threatened Physical Injury	25	21	29
48900(a)(2)	Used Force or Violence	1	2	0
48900(b)	Possession, Sale, Furnishing a Firearm or Knife	4	6	0
48900(c)	Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant	14	22	5
48900(d)	Offering, Arranging, or Negotiating Sale of Controlled Substances, Alcohol, Intoxicants	0	0	0
48900(f)	Property Damage	5	4	2
48900(g)	Property Theft	13	0	2
48900(j)	Obscene Acts, Profanity, and Vulgarity	25	17	2
48900(j)	Offering, Arranging, or Negotiating Sale of Drug Paraphernalia	1	7	8
48900(k)	Disruption, Defiance	482	503	198
48900(r)	Bullying	1	2	0
48900.2	Sexual Harassment	1	1	2
48900.4	Harassment or Intimidation	7	2	0
48900(o)	Harassment, Intimidation of a Witness	0	1	0
48915(a)(1)	Caused Physical Injury	1	0	0
48915(c)(4)	Sexual Battery	0	1	0

Expulsions

Ed Code Section	Offense Description	2011-2012	2012-2013	2013-2014
48900(a)(2)	Used Force or Violence	2	0	0
48900(c)	Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant	1	3	1

48900(a)(1)	Caused, Attempted, or Threatened Physical Injury	0	4	3
48900(b)	Possession, Sale, Furnishing a Firearm or Knife	0	1	1
48900(g)	Property Theft	0	0	1

Student Perception

Los Banos High School surveyed our students and here is a summary statement. For more detailed results, please refer to Appendix A.

- 62% of the students agree that they feel safe at this school. (28% Undecided and 11% Disagree)
- 59% of the students express that they are happy at this school. (27% Undecided and 19% Disagree)
- 85% of the students state that there is a teacher or some other adult who listens to them when they have something to say.
- 83% of the students state that there is a teacher or some other adult who notices when they are not there.

School Goal:

1. *Decrease truancy rate by 5% in 14-15.*
2. *Decrease percentage of alcohol/drug related offenses by 10% in 14-15.*
3. *Increase % of students who feel safe at Los Banos High and who express they are happy at Los Banos High School.*

Student Groups: All, EL's, Socio-Economically Disadvantaged, Students w/Disabilities

<i>Site Actions, Services or Strategies for 2014-15</i>	<i>Metrics</i>	<i>By Date</i>	<i>Funds</i>	<i>Source</i>
Implement Character, Integrity and Success Plan to promote positive student behavior	Discipline entry queries	Quarterly review	\$3,000	Lottery
Conduct Senior Attendance Contract with all seniors to improve attendance	Attendance reviews	Weekly	\$500	Lottery
Conduct Renaissance Program to reward student achievement	Quarterly recognition	Quarterly review	\$1,500	LCFF
Award Academic Blocks and Pins to honor and promote academic achievement	Counselor review	April 21 st , 2014	\$1,000	LCFF

Tiger of the Week is awarded to students based on teacher recommendations	Teacher recommendation	Weekly	N/A	N/A
Implement PBIS to improve student behavior on campus	Analysis of discipline	June 4 th , 2014	\$2,000	LCFF
Conduct SST's on at least a monthly basis to improve student academic and social achievement	Each grading period	8 times a year	N/A	N/A

Basic – Materials, Staff Development

LEAP/LCAP Goal:

LEA:

1. All students will be taught by highly qualified teachers.

LCAP:

2. Implement CCSS and CA ELD Standards through increase rigor of instruction as required within CCSS.
3. Provide staff development and professional collaboration focused on CC and CA ELD and the shifts in instructional strategies to meet the rigor of CCSS.

State Priorities: Basic Services, CCSS

Related Site Metrics (Data) that Reflect Needs:

of BTSA teachers

	2012-2013	2013-2014	2014-2015
# of BTSA teachers	6	7	10

Teachers trained in Rigorous Curriculum Design

	2012-2013	2013-2014	2014-2015
	8	5	5

of teachers receiving AP Training- Summer prior to school year

	2012-2013	2013-2014	2014-2015
# of teachers receiving AP Training	2	4	7

School Goal:

1. All ELA and Math teachers have implemented RCD unit components and best practices with regards to effective Common Core strategies.
2. All AP teachers will have participated in the Collegeboard AP Workshops.
3. All 1st and 2nd year teachers will successfully complete BTSA program.

Teacher Groups: ELA and Math teachers, AP teachers, 1st and 2nd Year teachers

<i>Site Actions, Services or Strategies for 2014-15</i>	<i>Metrics</i>	<i>By Date</i>	<i>Funds</i>	<i>Source</i>
Provide Professional Development trainings during PLC time to improve classroom instruction	Admin Walkthroughs /Evaluations	Ongoing	\$80,000	LCFF
Provide Mentors to teachers working on an internship	Admin Walkthroughs /Evaluations	Ongoing	N/A	District
All Teachers will successfully complete BTSA program	New Teacher meetings	Monthly	N/A	District
Facilitate New Teacher Monthly meetings to familiarize and support new teachers on campus	Admin Walkthroughs /Evaluations	Ongoing	\$1,000	Lottery
Administration will conduct Admin Walkthroughs to provide feedback and support staff implementation of best instructional practices	Walkthrough forms	Daily	N/A	N/A

Parent Engagement

LEAP/LCAP Goal:

LEA/LCAP:

1. Continue to actively involve the parents and community in identified, successful and innovative parent involvement activities throughout the district and school sites, with emphasis on gaining their input and support on key educational reforms and issues.

State Priorities: Parent Involvement

Related Site Metrics (Data) that Reflect Needs:

Results of Parent Survey during 2014-2015 school year

Questions	Strongly Agree	Agree	% Agree	Not Sure	Disagree	Strongly Disagree	% Disagree	Total
I am familiar with the school policies on Attendance, Discipline, and Dress Code.	40	42	88.17%	7	3	1	4.30%	93

I use the school's Parent Portal to check my child's progress.	46	31	81.91%	7	8	2	10.64%	94
Office staff is very polite, helpful, and professional.	32	41	78.49%	8	9	3	12.90%	93
Los Banos High School is a safe place for students.	12	58	74.47%	12	7	5	12.77%	94
The purpose and goals of LBHS are directed toward student learning.	17	51	73.91%	10	8	6	15.22%	92
Los Banos High School counselors return calls promptly.	16	51	72.04%	14	7	5	12.90%	93
Los Banos High School is well maintained.	15	52	71.28%	13	6	8	14.89%	94
I am informed of my child's progress at LBHS (applicable for parents and guardians).	16	50	70.97%	9	10	8	19.35%	93
I receive timely information regarding events and activities occurring at LBHS.	15	50	69.89%	8	14	6	21.51%	93
LBHS focuses on preparing students to lead successful and productive lives.	14	49	67.74%	14	10	6	17.20%	93
There are various extracurricular activities at LBHS to meet the needs of my student.	25	38	67.02%	17	11	3	14.89%	94
LBHS communicates with me appropriately in the event of an emergency.	24	38	65.96%	7	14	11	26.60%	94
I feel comfortable talking to teachers at this school about problems my child is having.	22	36	61.70%	19	14	3	18.09%	94
I am familiar with the programs and opportunities available for students at LBHS.	8	48	59.57%	20	13	5	19.15%	94
I feel valued as a parent/community member at Los Banos High School.	16	36	55.91%	27	7	7	15.05%	93
Administrators return calls promptly.	15	37	55.32%	27	11	4	15.96%	94

The assignments that students receive are interesting and challenging to them.	8	41	52.13%	18	20	7	28.72%	94
Teachers set high standards for Los Banos HS students.	11	36	50.54%	23	16	7	24.73%	93
The health office personnel are very helpful, knowledgeable, and professional.	15	31	49.46%	36	9	2	11.83%	93
Teachers use a variety of assessments to grade Los Banos HS students.	10	35	47.87%	31	13	5	19.15%	94
Teachers return calls promptly.	7	34	44.09%	35	13	4	18.28%	93

School Goal:

1. *Increase parental involvement in SSC and ELAC.*
2. *Increase percentage of parents by 10% that “feel valued as a parent/community member at Los Banos High School” according to the parent survey.*
3. *Increase percentage of parents by 10% that report “receiving timely information regarding events and activities occurring at LBHS” according to the parent survey.*

Student Groups: All, EL’s, socio-economically disadvantaged, students with disabilities

<i>Site Actions, Services or Strategies for 2014-15</i>	<i>Metrics</i>	<i>By Date</i>	<i>Funds</i>	<i>Source</i>
Conduct Parent Survey to assess degree of connectivity to school	Survey Results	December, 2014	N/A	N/A
Increase promotion and advertising of opportunities for parents to attend school events	Attendance at various school functions	Ongoing	\$5,000	LCFF
Implement Black Board parent communication tool to increase parent connection to school	Blackboard use report	Ongoing	N/A	District

Promote use of Parent Portal to support student achievement	Parent use report	Quarterly	N/A	District
Websites and social media outreach reach parents and provide venue for positive communications	Website access report and # of friends/follower on social media	Ongoing	N/A	N/A
Academic, Ag, Sports and Band boosters implement activities and opportunities for parental involvement	Parent attendance	Quarterly	N/A	N/A
Facilitate College Night to provide important information and contacts to parents about post-secondary options	Attendance	Sept 3 rd , 2014	\$500	Lottery
Publish Tiger Times in English and Spanish three times a year	Publications	Quarterly	\$1,000	LCFF
Conduct Senior Parent Night to provide information about senior activities, graduation and other activities and deadlines	Attendance	Sept 24 th , 2014	N/A	N/A
Conduct Freshmen Orientation Night to provide incoming freshmen parents information about the high school programs, clubs and services	Attendance	Dec 9 th , 2014	\$500	Lottery
Implement Parent Empowerment Program to inform parents about school programs and resources	Parent attendance	April 13 th , 2014	\$12,000	CAPP

Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the Con App.

Of the four following options, please select the one that describes this school site:

X This site consolidates all applicable funds.

State Programs	Allocation
Local Control Funding Formula (LCFF) – Supplementation/Concentration Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$130,937
Lottery Funds Purpose:	\$147,019
Ag Incentive Grant Purpose:	\$37,508
ROP Purpose:	\$241,476
Total amount of state categorical funds allocated to this school	\$556,940
Federal Programs	
Title III Purpose: To ensure that all Limited English proficient (LEP) students, referred to as English Learners in California, obtain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students.	\$17,368
Carl Perkins Purpose: The purpose of the Perkins Vocational and Technical Education Act is to increase the quality of technical education in the U.S. in order to help the economy.	\$13,500
Total amount of federal categorical funds allocated to this school	\$30,868

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

SSC Membership

<i>Site Council Members</i>	<i>Role (Parent, Student, Community, School Site, Principal, etc.)</i>
<i>Tony Neves</i>	<i>Parent</i>
<i>Leticia Parras</i>	<i>Staff</i>
<i>Ray Tugman</i>	<i>Staff</i>
<i>Marco Parras</i>	<i>Student</i>
<i>Vivian Vargas</i>	<i>Student</i>
<i>Andrea Pineda</i>	<i>Student</i>
<i>Veronica Seaborn</i>	<i>Staff</i>
<i>Ryan Hartsoch</i>	<i>Principal</i>
<i>Erica Meza</i>	<i>Parent</i>

Date Approved by School Board: _____

Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

(Check all that apply);

_____ State Compensatory Education Advisory Committee Signature

_____ English Learner Advisory Committee Signature

_____ Special Education Advisory Committee Signature

_____ Gifted and Talented Education Advisory Committee Signature

_____ District/School Liaison Team for Schools in Program Improvement Signature

_____ Compensatory Education Advisory Committee Signature

_____ Other committees established by the school or district (list) Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Typed name of School Principal Signature of School Principal

Date

Typed name of SSC Chairperson Signature of SSC Chairperson

Date

Appendix M: Visitation Schedule



Los Banos High School WASC Visitation Schedule

Sunday, March 8th, 2015

<u>Time</u>	<u>Location</u>	<u>Event</u>
2:00 PM	Vagabond Inn	Check-in
3:00 PM	LBHS Library	Welcome Reception w/Leadership Team
4:00 PM		School tour
5:00 PM	LBHS Library	Community Meeting w/ parents, students, Board members, District Office Personnel, and staff members
6:00 PM	Off-campus	Visiting Committee dinner/discussion



Los Banos High School WASC Visitation Schedule

Monday, March 9th, 2015

<u>Time</u>	<u>Location</u>	<u>Event</u>
7:15-7:45 a.m.	LBHS Library	VC meets with Leadership Team
7:45-8:15 a.m.	Principal's office	VC Chair meets with Principal
7:45-11:00 a.m.	Room 22	Classroom visits, self-study review, evidence review, etc.
11:00-12:00 p.m.	LBHS Library	VC meets with LBHS Admin Team
12:09-12:49 p.m.		Lunch
12:50-3:00 p.m.	Room 22	Classroom visits, self-study review, evidence review, etc.
12:55-1:50 p.m.	LBHS Library	Focus Group A
2:00-2:55 p.m.	LBHS Library	Focus Group D
3:00 p.m.	Room 22	VC debrief/discussion/writing

* Administration available to meet anytime upon request



Los Banos High School WASC Visitation Schedule

Tuesday, March 10th, 2015

<u>Time</u>	<u>Location</u>	<u>Event</u>
7:15-7:45 a.m.	LBHS Library	VC meets with Leadership Team
7:45-8:15 a.m.	Principal's office	VC Chair meets with Principal
7:45-11:00 a.m.	Room 22	Classroom visits, self-study review, evidence review, etc.
8:15-9:00 a.m.	LBHS Library	VC meets with LBHS Admin Team, District Personnel and Board members
10:10-11:00 a.m.	LBHS Library	Focus Group B
11:00-12:00 p.m.	LBHS Library	VC meets with LBHS students
12:09-12:49 p.m.		Lunch
12:50-3:00 p.m.	Room 22	Classroom visits, self-study review, evidence review, etc.
12:55-1:50 p.m.	LBHS Library	Focus Group C
2:00-2:55 p.m.	LBHS Library	Focus Group E
3:00 p.m.	Room 22	VC debrief/discussion/writing

* Administration available to meet anytime upon request



Los Banos High School WASC Visitation Schedule

Wednesday, March 11th, 2015

<u>Time</u>	<u>Location</u>	<u>Event</u>
7:15-7:45 a.m.	LBHS Library	VC meets with Leadership Team
7:45-8:15 a.m.	Principal's office	VC Chair meets with Principal
7:45-11:00 a.m.	Room 22	VC works on draft report
11:00-12:00 p.m.	LBHS Library	VC meets with LBHS Admin Team
12:09-12:49 p.m.		Lunch
12:50-2:00 p.m.	Room 22	VC finalizes report
2:00-3:00 p.m.	LBHS Multipurpose	VC reports findings to whole staff
3:00 p.m.	Off campus	VC Departs

* Administration available to meet anytime upon request